DOCUMENT RESUME

ED 166 357 AA 001 063

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Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-July 79
Note-1P.; Contains accession numbers ED 166 357 - ED 167 694
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; on annual subscription, $42.70 (Domestic), $53.40 (Foreign)
EDRS Price MF-$1.16 HC Not Available from EDRS.
Descriptors-*Abstracts; *Annotated Bibliographies; *Documentation; Education; Educational Reseach; *Educational Resources; Indexes (Locaters); *Information Dissemination; *Instructional Materials; Literature Reviews; Periodicals; Resource Guides; Technical Reports
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, and ERIC Clearinghouse Number. This special COM Microfiche edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 166 358 CE 016 052

Penasco Career Implementation Program. Third-Party Evaluation. Second-Year Report of Findings.

Kirschner Associates, Inc., Albuquerque, N. Mex.

Spons Agency-New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.

Pub Date-25 Jun 75

Note-149p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Career Education, Decision Making Skills, Educational Attitudes, Elementary Secondary Education, Evaluation Methods, *Formative Evaluation, Job Placement, Job Skills, *Mexican Americans, Participant Satisfaction, *Program Effectiveness, *Program Improvement, Tables (Data), Work Attitudes

Identifiers-New Mexico

The Penasco School System's Career Education Program (PENCEP) in New Mexico is being evaluated over a three-year time span. Second-wave data collection (reported here) took place during the third semester of PENCEP's operation, midpoint in its development. A school site similar to Penasco but which has no formal, externally funded career education program was selected for comparison purposes. (Over 90% of students in both schools are Spanish surnamed.) Based on structural questionnaires, data at both schools was gathered during personal interviews with teachers, administrators, seniors, and a sample of fourth and eighth graders. Evaluation focused on the achievement of PENCEP objectives; relation of outputs to achievement of objectives; non-program variables which influence achievement of objectives; impact on community institutions; problems encountered in meeting outputs and attaining objectives; and changes for program improvement. PENCEP objectives include the development of favorable attitudes and conducive behavior toward work and formal education; development of career decision-making skills and job skills; and the placement of students in meaningful, productive careers. Data analysis indicates that the program is running smoothly, but impact on students is ambiguous. It was concluded that the third year of PENCEP operation will be successful if the current level of efficiency in functioning can be maintained, if student gains from the program can be clearly demonstrated, and if full integration of PENCEP concepts, approaches, facilities, and equipment can be accomplished in the school system. (BM)

ED 168 359 CE 017 004

McClain, Thomas W.
The Impact of Vocational Education on Ex-Offenders in Massachusetts. Final Report.
Massachusetts Univ., Amherst. Inst. for Governmental Services.
Spons Agency-Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Pub Date-Feb 78
Note-33p.; Not available in hard copy due to print quality
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Correctional Education, *Correctional Rehabilitation, Educational Attitudes, Educational Needs, Failure Factors, Job Skills, *Prisoners, *Program Effectiveness, *Rehabilitation Programs, Skill Development, Success Factors, *Vocational Education, *Vocational Rehabilitation
Identifiers-Massachusetts

A two-year study was undertaken in Massachusetts to evaluate the impact of vocational education on released ex-offenders. In the first year, evaluation procedures and interview instruments were developed, a survey of inmates was conducted, and the data collected was analyzed and summarized in a report. Since the second year of the study was not funded, its followup survey of releases was not performed, and the study's conclusions and recommendations are based solely on the first year. One hundred and four male prisoners representing various racial and educational backgrounds answered the survey form. The vocational courses in which they were enrolled during their confinement included auto mechanics, welding, furniture, auto body, tailoring, carpentry, GED, computers, refrigeration and air conditioning, oil burner repair, heating, and sheet metal. According to their responses, they felt that they were receiving good education, which would be adequate preparation for employment upon release. The recommendations that were formulated expressed in part the following needs: (1) more and better vocational equipment and facilities; (2) more emphasis on individual testing and placement; (3) more basic skills education; (4) assistance from academic, as well as vocational, teachers; (5) more support from business, labor, and industrial groups; and (6) alternatives for inmates who are transferred to another institution to allow them to complete their training programs. (ELG)

ED 166 360 CE 017 623

Comprehensive Career Education. Final Report, 1975-76.

Maine Univ., Orono. Coll. of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007502355
Note-223p.; Not available in hard copy due to broken type in the original document. For a related document see ED 114 586, ED 120 411, ED 149 033, and CE 019 321
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Education, *Curriculum Development, Data Analysis, Demonstration Programs, Elementary Secondary Education, *Evaluation Methods, Fused Curriculum, Inservice Teacher Education, Postsecondary Education, *Program Development, *Program Planning, State Boards of Education, *Teacher Education, Teacher Educator Education, Teacher Workshops
Identifiers-Education Amendments 1974, Maine

A comprehensive career education project in Maine was conducted on three levels: university/college-based activities; public school activities, K-12; and state department-based activities. The major objective for level I was to demonstrate to teacher educators and teacher trainees the philosophy, methods, and objectives of comprehensive career education. The major objective for level II was to demonstrate a comprehensive, integrated, and coordinated career education program in one local pilot school system (Bangor, Maine). The major objective for level III was to demonstrate procedures for initiating a Maine State Plan for Career Education. (Activities on each level are summarized by sub-objectives in this final performance report.) Evaluation plans for the public school activities utilized a pre- and posttest control group design. Several instruments were used to measure K-12 students' self-awareness, career awareness, educational awareness, decision-making skills, and appreciations and attitudes. The statistical treatments used to analyze the data were analysis of covariance, variance, and t-tests to determine if there were significant differences between the control and experimental classes (intact classes were the analysis units). (The evaluation plan is described in detail in this document; overall evaluation results are reported in CE 019 321.) Numerous related materials are appended. (BM)

ED 166 361 CE 017 885

Charters, Alexander N.

Resources for Educators of Adults. Professional Development of Educators of Adults.

Syracuse Univ., N.Y. Publications Program in Continuing Education.
Pub Date-Jun 78
Note-22p.; Paper presented at the Annual Meeting of the Association for Continuing Higher Education (39th, Montreal, Quebec, Canada, November 6-9, 1977). For a related document see CE 017 888. A Spanish translation of this paper is also available
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($3.50)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Educators, Agency Role, Educational Resources, Entry Workers, Financial Support, Higher Education, Inservice Education, *Job Skills, Learning Activities, Needs Assessment, Performance Factors, Professional Recognition, *Professional Training, Program Evaluation, Program Planning, *Staff Improvement

To have an impact in the adult education field, adult educators must improve their competencies through professional development. Although adult education academic programs exist, many agencies hiring adult educators do not require this background and frequently are unaware that the field exists. The Coalition of Adult Education Organizations has appointed a committee to study and take action in the professional development field. Professional development is needed for those preparing to enter the field, those entering with insufficient preparation, those requiring training to continue working effectively, and those preparing for professionally related roles. Development programs can improve adult educators' competencies, such as the ability to relate theory to practice. Adult educators should be involved in assessing their own needs, which are transformed into agency, sponsor, and individual objectives that influence the development of learning opportunities. These opportunities can involve many types of programs, activities, and resources which may be part of a diploma, research, or professional development program. To facilitate program and productivity evaluation, performance objectives must be clearly stated. Adult education agencies should have professional development policies and should indicate competencies required for higher positions. Those sponsoring professional development must recognize that financial support and recognition are important motivational factors. (A Spanish translation of this paper is available see note.) (CSS)

ED 166 362 CE 017 892

Charters, Alexander N., Comp.
Resources for Educators of Adults. Omnibus Series E. S. Bird Library.
Syracuse Univ., N.Y.
Report No.-CC.6.US.Om19
Pub Date-Jun 78
Note-36p.
Available from-Publications in Continuing Education, Education Media, 220 Huntington Hall, School of Education, Syracuse University, Syracuse, New York 13210 ($4.65)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price MF-$0.83 HC-$2.0[illegible] Plus Postage.
Descriptors-Art, Ballet, *Broadcast Television, Childrens Television, Comedy, Dance, Documentaries, Drama, Films, Fine Arts, Graphic Arts, History, Humanities, Instructional Trips, Music, Opera, Photography, Poetry, Sciences, Social Studies, *Videotape Recordings, Visual Arts
Identifiers-*Omnibus

Syracuse University provides a listing of their collection of 1952-1954 Omnibus program kinescope originals and videotape copies. In the first of two sections, the subject index lists segments which fit into the following areas: art, ballet and modern dance, children's programs, cinema and photography, comedy sketches, documentaries, drama, history, miscellaneous programs, music, Omnibus overview, opera, poetry, science and nature study, and the excursion series. Section 2 contains entries in alphabetical order by the program name; also given are the program length, Omnibus number, description, and date aired. The excursion series is reviewed separately in the same manner. (The compiler describes the programs as providing something for everybody from ballet to Benny Goodman, Jack Benny to Orson Wells, quips by Frank Lloyd Wright to an X-ray film of a man swallowing a candy bar, and a public medium of expression for such talented individuals as John Steinbeck, Helen Hays, James Thurber, William Saroyan, and James Agee.'') (CSS)

ED 166 363 CE 017 897

Chmaj, Deborah R., Comp. Wolde, Menbere, Comp.

The Laubach Collection: Consisting of the Personal Papers of Frank C. Laubach and the Organizational Documents of Laubach Literacy, Inc., in the Archives of Continuing Education in Syracuse University Libraries.

Syracuse University Libraries, N.Y.
Report No.-BA-6-US-La03
Pub Date-May 74
Note-105p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Literacy, Biographical Inventories, Booklists, Developing Nations, Educational Methods, Filmographies, Functional Illiteracy, Illiteracy, International Organizations, Languages, Library Collections, Literacy Classes, *Literacy Education, Photographs, Projects, Reading Instruction, *Reading Materials, Religious Education, *Tutorial Programs, *Volunteers
Identifiers-*Laubach (Frank C), *Laubach Literacy Inc, United States

The library collection of Laubach Literacy's organizational papers and reading films, as well as Dr. Frank C. Laubach's papers, are described in this catalogue. The catalogue begins with a brief biography of Frank C. Laubach (1884-1970), then lists Dr. Laubach's forty books by publication date and four books about Dr. Laubach. In addition, the background and current activities of Laubach Literacy, Inc., are reviewed. The major portion of the document is devoted to a description of Dr. Laubach's papers which includes all material up until 1955, when he founded Laubach Literacy, Inc., and from 1955 to his death. The contents of 328 boxes are described. The contents are sorted into the following categories: correspondence, trustee meeting reports, administrative papers, financial papers, domestic project materials, overseas project materials, foreign language materials, manuscripts and articles, organization/meeting materials, miscellaneous documents, and photography. Also, ninety-nine kinescopes which form the streamlined reading series are annotated. (CSS)

ED 166 364 CE 018 015

Employment and Training Programs. The Local View.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Ford Foundation, New York, N.Y.
Pub Date-78
Note-195p.; Tables throughout this document may not reproduce well due to small, light type
Available from-Committee on Evaluation of Employment and Training Programs, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Community Agencies (Public), Community Control, Community Cooperation, *Community Programs, Decentralization, *Employment Programs, Employment Services, Failure Factors, Federal Aid, *Federal Programs, *Job Training, Local Government, Manpower Utilization, Problems, *Program Administration, Program Coordination, *Program Development, Program Effectiveness, Program Planning, Success Factors, Vocational Education
Identifiers-*Comprehensive Employment Training Act, Federal Local Government Relationship

This volume contains nine case studies describing the initial two-year experiences of local governments in implementing the Comprehensive Employment and Training Act of 1973 (CETA). (An earlier volume published eight similar area studies on the transition from federally centralized to decentralized manpower programs.) Written by resident field researchers familiar with the local scene, these reports span a range of experiences - from well-run operations to one on the verge of dissolution because of interjurisdictional tensions. The reports are approximately twenty pages in length and summarize how local governments administer employability development and public service employment programs. The governmental units and locations are as follows: Capital Area Consortium, Texas; Calhoun County, Michigan; Orange County Consortium, California; Kansas City-Wyandotte County Consortium, Kansas; Topeka-Shawnee County Consortium, Kansas; Phoenix-Maricopa County Consortium, Arizona; Lansing Tri-County Regional Consortium, Michigan; St. Paul, Minnesota; and Cleveland Area-Western Reserve Manpower Consortium, Ohio. Specific topics covered include (1) pre-CETA services; (2) the clientele served; (3) relationship with other state and local agencies; (4) assessment of program effectiveness; and (5) the planning and administration of Titles I, II, and VI. While problems, such as piecemeal planning and difficulty in arranging on-the-job training, are discussed, the overall tenor of the studies is positive, reflecting progress in coordinating local program operations. (ELG)

Ryan, Charles W. And Others
Career Education in Higher Education. Maine Univ., Orono. Coll. of Education
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-G0077C0090
Note-135p.; For related documents see CE 018 030, CE 018 033, and ED 143 814
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Agriculture, Biological Sciences, *Career Education, *College Curriculum, College Teachers, *Curriculum Development, Educational Change, Educational Philosophy, Engineering, *Fused Curriculum, Human Development, Inservice Teacher Education, *Learning Activities, Postsecondary Education
Identifiers-Maine

This document is one of three volumes (CE 018 033 and ED 143 814) which contain career education instructional units developed by college teachers to be infused in university-level courses. (See CE 018 030 for the report of inservice and curriculum development activities.) Chapter 1 of this document discusses career education philosophy and practice as it applies to postsecondary institutions. Chapter 2 summarizes the freedoms and constraints encountered by infusing and implementing career education in higher education. Chapter 3 contains a brief description of the development of the instructional units; a description of the unit format; and sixteen career education instructional units. These units are designed to infuse career education concepts and information in the following courses or curriculums: child development; microbiology; forest management; agricultural mechanization technology; resource and business management; agricultural and resource economics; agrostology; civil engineering; forest resources; electrical engineering; social studies; materials engineering; and math education. The concluding chapter presents unresolved issues in implementing career education in postsecondary education and suggestions for future efforts. (BM)

ED 166 366 CE 018 033

Ryan, Charles W. And Others
Career Education in Higher Education. Maine Univ., Orono. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-G0077C0090
Note-211p.; For related documents see CE 018 030, CE 018 032, and ED 143 814
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Career Awareness, *Career Education, *College Curriculum, College Teachers, *Curriculum Development, Decision Making, Economic Factors, Economics, Educational Opportunities, Employment Opportunities, Ethics, *Fused Curriculum, Individual Development, Inservice Teacher Education, Interpersonal Relationship, *Learning Activities, Postsecondary Education, Sex Stereotypes, Special Education, Teacher Education, Values, Work Attitudes
Identifiers-Maine

This document is one of three volumes (CE 018 032 and ED 143 814) which contain career education instructional units developed by college teachers to be infused in university-level courses. (See CE 018 030 for the report of inservice and curriculum development activities.) Chapter 1 of this document discusses the role of career education in higher education. Chapter 2 contains a brief description of the development of the instructional units; a description of the unit format; and twenty-four career education instructional units. These units are designed to infuse career education concepts and information in the following areas: self-assessment and time management; self-awareness; economic awareness; teacher education; economics; advertising; sex-role stereotyping; career awareness; values clarification; decision-making; interpersonal relationships; work attitudes and values; educational awareness; ethics; employment opportunities; and special education. An evaluation form for career education materials is also included. (BM)

ED 166 367 CE 018 057

Mezirow, Jack Marsick, Victoria

Education for Perspective Transformation. Women's Re-entry Programs in Community Colleges.

Columbia Univ., New York, N.Y. Center for Adult Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-63p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adult Development, *Adult Students, Career Change, *Changing Attitudes, College Role, Community Colleges, Educational Objectives, *Females, Postsecondary Education, Program Descriptions, *Role Perception, Self Esteem, Sex Role, Sex Stereotypes, Social Change, *Womens Education

The national field study of women's re-entry programs in community colleges reported here was done to identify factors that impeded or facilitated the progress of these programs. After an introduction, the content is presented in three sections. The first section deals with perspective transformation, the adult development process occurring in the personal development of women participating in college re-entry programs. It first describes the process by which culturally induced dependency roles and relationships are recognized and action is taken to overcome them. The process is then analyzed in terms of re-entry patterns and process phases. Then follows a discussion on how re-entry programs facilitate building self-confidence and constructing a support structure. In section 2, the focus is on program dynamics, including program types, setting goals, relations within the college, and program directors and staff. The last section, on assessing change, briefly covers psychometric approaches and assessing perspective discrepancy. (EM)

Georgoulakis, James M.
Social Factors and Perceived Problems as Predictors of Success in Basic Combat Training.
Western Kentucky Univ., Bowling Green. Coll. of Education.
Pub Date-Nov 77
Note-56p.; Master's Thesis, Western Kentucky University ; Thesis presented to the Dept. of Educational Leadership; Pages 2-5 marginally legible
Pub Type- Dissertations/Thesis (040)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adjustment (to Environment), *Adjustment Problems, Armed Forces, Emotional Adjustment, *Enlisted Personnel, *Military Training, Personal Adjustment, *Prediction, Predictive Measurement, Predictor Variables, Social Adjustment, *Social History
Identifiers-CMHA Social History Form, Community Mental Health Activity (Fort Knox), Kentucky (Fort Knox)

The social history of 2,200 Army basic trainees was examined to determine the importance of pre-selected social factors and perceived problem areas of basic trainees in predicting their completion of basic combat training. Data regarding forty-six variables collected via the Fort Knox Community Mental Health Activity (CMHA) Social History form were analyzed for four groups of trainees: (1) the control group, who completed their training and were never referred to the CMHA staff for evaluation; (2) the counseling-adjust group, who were referred to the CMHA staff for evaluation, received counseling, and completed training; (3) the fail-to-adjust group, who were evaluated by the CMHA staff as experiencing difficulties not amenable to treatment and eventually were discharged; and (4) the recommend-for-discharge group, who were evaluated by the CMHA staff and recommended for discharge. It was concluded that (1) pre-selected social factors and perceived problem areas are influences on whether or not an individual completes basic training; (2) those individuals who perceive themselves as not having problems, as measured by the CMHA Social History, have a greater probability of completing basic combat training than those who perceive themselves as having problems; and (3) age and educational level are not predictors of successful completion of basic combat training. (EM)

ED 166 369 CE 018 260

Kerr, Sam W.

Experience-Based Career Education. Annual Interim Report.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-G61-76-00968(502)
Note-133p.; Report prepared by the Moore-Norman Area Vocational-Technical School Okla.; Best copy available
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, *Career Education, Career Exploration, Community Involvement, *Experiential Learning, *Individual Development, *Locus of Control, Management by Objectives, Occupational Information, Out of School Youth, Participant Satisfaction, Postsecondary Education, *Program Effectiveness, Secondary Education
Identifiers-Career Maturity Inventory, Oklahoma, Rotter I E Scale

To help bridge the gap between school and employment, the Moore-Norman Area Vocational-Technical School District (Oklahoma) developed an experience-based career education (EBCE) program for high school juniors and seniors and out-of-school youth between sixteen and twenty-one years. Project objectives included the following: (1) to serve 150 youth in the EBCE program each year by the third year of operation (during the second year, reported here, a total of 114 youth were served); (2) to place each student under the supervision of a learning coordinator for counseling and experience-site placement; (3) to award credit to participants toward graduation; (4) to develop the capacity to train staff in other school districts who wish to implement EBCE; (5) to develop experience-sites in the community; and (6) to organize an EBCE advisory council. The school administration used a Management by Objectives system to internally evaluate project management and staff. A third-party evaluation team conducted the external evaluation. Participants were administered six sub-scales of the Career Maturity Inventory and the Rotter I-E Scale in a pre- posttest control group design. Even though pre-test data indicated that the two groups were not equivalent, analysis substantiated the pre-hypothesis that personal growth and locus of control were significantly affected by the EBCE experience. Students and parents rated the program favorably. Overall, the third-party evaluation team concluded that the project objectives were met and offered several recommendations for further development. (BM)

ED 166 370 CE 018 327

Toney, John W.

A Summary of Operant Conditioning Techniques for Use by Supervisors and Teachers.

Pittsburgh Univ., Pa.

Note-23p.; Summary prepared by the Vocational Education Program

Pub Type- Guides - Non-Classroom (055) - Information Analysis (070)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavioral Objectives, *Behavior Change, Behavior Theories, Bibliographies, *Conditioning, Contingency Management, Learning Processes, *Psychology, *Reactive Behavior, Reinforcement, Response Mode, *Student Behavior, *Teacher Behavior, Teacher Education, Teaching Methods

The same techniques of behavior modification that can be used by teachers to manage student behavior in the classroom can also be used by supervisors to alter the behavior of teachers. In both cases, it is necessary for the supervisors and teachers to focus primarily on the individual's behavior itself, rather than on what causes that behavior. To modify behavior, the teachers and supervisors must determine what response or type of behavior they wish to reinforce in the individual. The two types of response conditioning used to produce behavior modification are respondent conditioning and operant conditioning. Operant conditioning examines the relationship between an individual's behavior and his environment and attempts to understand the behavior through knowledge of the factors that modify the behavior. Both positive and negative reinforcement are used in operant conditioning to produce the desired behavioral response. Two other methods that teachers and supervisors can apply are (1) shaping or successive approximation, which is used to create a behavior that does not exist or to strengthen one that is not apparent, and (2) contingency contracting, which requires the teacher or supervisor to make a contract with the student under which rewards are promised in return for desired learning behavior. (Besides numerous quotations in the text, from behavior modification literature, a substantial bibliography is provided at the end for further study.) (ELG)

ED 166 371 CE 018 583

Development of a Model for Distributive Education in Area Vocational Technical Schools in Missouri. Final Report. Missouri Univ., Columbia.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date-30 Jun 78

Note-71p.

Pub Type- Guides - General (050) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Advisory Committees, Career Exploration, Cooperative Education, *Distributive Education, Educational Alternatives, Employment Trends, *Individualized Instruction, *Job Training, Manpower Needs, Occupational Clusters, *Performance Based Education, Population Distribution, *Program Development, Program Planning, Project Training Methods, Secondary Education, *Specialization, Staff Role, Student Interests, Teacher Responsibility, Time Blocks, Vocational Education, Work Experience Programs

Identifiers-Missouri, School Stores

Based on an analysis of problems in Missouri's distributive education programs, labor market needs, and a literature review, this report introduces three models developed for area vocational-technical schools. Basic guidelines are suggested for specialized and performance-based programs. The performance-based programs encompass the following areas: project/laboratory method, non-traditional cooperative methods, block-time programs, advisory councils, and school store. The proposal advocates that programs be based on documented employment need and student interest and be designed to offer practical experience, establish direct business ties, and serve area students. To meet a diversity of area school needs in preparing students in specific job competencies, three models are identified. The first model presented, the metropolitan, offers many specialized programs for communities of 120,000 or more. The intermediate model is designed to serve populations between 20,000 and 120,000 and although similar to the metropolitan, offers fewer programs and specialized areas. The final model discussed, the isolated model, applies to communities of less than 20,000 and offers individualized instruction but no specialized programs. Implementation guidelines are provided for the steering committee, area school staff, instructors, and program structure. Appendixes contain twenty-three occupational clusters, synthesis of program visitations, and the Kesterson Model plan. (CSS)

ED 166 372 CE 018 591

Parsons, Jerry Johnson, Thomas

Adults Learn Differently Than Children. An Examination of an Old Basic Assumption.

Spons Agency-Kansas State Univ., Manhattan. Coll. of Education.; National Inst. of Education (DHEW), Washington, D.C.; University of Mid-America, Lincoln, Nebr.

Pub Date-Oct 78

Note-23p.

Pub Type- Reports - Research (143) - Information Analysis (070)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Development, Adult Educators, *Adult Learning, *Children, Cognitive Processes, *Developmental Stages, *Differences, Educational Philosophy, *Learning Characteristics, *Learning Theories, Research Needs

A study explored research data to see if evidence exists to support the assumption by adult educators that adults learn differently than children. Educational Resources Information Center (ERIC) documents, educational and psychological periodicals, and other resources were reviewed. It was discovered that most adult educators have dealt with non-cognitive rather than cognitive aspects of learning. Learning research was classified into two categories: philosophical/practitioner and empirical. In the first category the work of Edward C. Lindeman, Malcolm S. Knowles, J. Roby Kidd, and others was examined; in the empirical category the work of Allen Tough, E. L. Thorndike, Jean Piaget, and others was explored. The research review revealed (1) that there were discrete philosophical/practitioner and empirical categories with little effort to reconcile data from both viewpoints, and (2) that there was no serious examination of the question of whether adults learn differently than children. Adult educators assumed the differences and other educators and researchers did not consider them. It was hypothesized that the learning process gradually changes over the full range of the life cycle of an individual. Existing learning research data needs to be reanalyzed to discover if learning patterns exist as an individual moves through the life cycle. (CSS)

ED 166 373 CE 018 623

Bonnet, Deborah G. And Others

SPEDY New Educational Directions, Crawfordsville, Ind.

Spons Agency-Indiana State Office of Manpower Development, Indianapolis.

Pub Date-Oct 78

Contract-SPEDY-78-015

Note-209p.; Not available in hard copy due to light print in original document

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Development, *Career Education, Career Planning, *Disadvantaged Youth, Experiential Learning, Job Search Methods, Locus of Control, Occupational Information, *Program Evaluation, School Attitudes, Self Concept, Sex Fairness, Summer Programs, Work Attitudes, *Work Experience Programs, Youth Programs

Identifiers-Comprehensive Employment Training Act Title III, Indiana, *Summer Programs for Education Development Youth

A study was conducted of Indiana's Summer Programs for the Education and Development of Youth (SPEDY) to describe the program themselves and to study the programs' effect on participants' short-term career education attitudes, knowledge, and skills. SPEDY is a training for public-sector work program operated each summer for about ten weeks for fourteen- to twenty-one-year old economically disadvantaged youth and funded by the Title III of the Comprehensive Employment and Training Act. In 1978, twenty-five SPEDY programs were operated in Indiana's sixty-eight-county Balance-of-State. Ten of the programs consisted entirely of formal career education training, including explorations of various career areas. The other fifteen consisted of between twelve and fifty-three hours of career education training combined with work experience. Nine possible outcomes were chosen for study, work-related attitudes, locus of control, job-seeking skills, job-specific occupational information, self esteem, career planning, attitudes toward learning, general occupational information, and sex equity. Pre- and post-tests were administered and analyzed separately for each of sixteen programs. For total groups, 144 analyses (nine scales x sixteen programs) resulted in twenty cases of significant improvement and ten cases of significant loss. Significant gains were most common in Sex Equity, Job-Seeking Skills, and Career Planning. Most losses were in Attitudes Toward Learning. Overall, the programs were more beneficial to seventeen-to-twenty-one-year-olds than to fourteen-to-sixteen-year-olds and to young women than to young men. Changes in participants' educational and career plans showed desirable trends. (BM)

ED 166 374 CE 018 637

Meeting the Needs of Teachers of Disadvantaged Programs in Pennsylvania.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Sep 78
Note-299p.; Appendix R will not reproduce well due to light and broken print
Pub Type- Reports - Research (143) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors-Ancillary Services, Cooperative Programs, *Curriculum Development, *Economically Disadvantaged, *Educational Assessment, Educational Diagnosis, *Educationally Disadvantaged, Learning Characteristics, Mainstreaming, National Surveys, Objectives, Postsecondary Education, Program Development, Program Evaluation, Program Improvement, Secondary Education, Self Contained Classrooms, Special Classes, Staff Improvement, State Surveys, Student Teacher Relationship, Success Factors, *Teacher Characteristics, Teacher Workshops, Teaching Skills, *Vocational Education, Vocational Education Teachers
Identifiers-Pennsylvania, United States

A study was conducted to determine the state of the art in vocational education programming for disadvantaged in Pennsylvania and the nation, and to develop materials to improve vocational programs for the disadvantaged. Project efforts focused on programs serving the academically/economically disadvantaged in regular classes, special classes, and co-op situations. Accomplishments stemming from the project objectives were (1) a national survey of mainstream, self-contained, and co-op programs for the disadvantaged, (2) a survey of Pennsylvania vocational education programs for the disadvantaged, (3) an identification/assessment system for disadvantaged learners, (4) an instructor profile for aid in staff-selection and development, (5) a preliminary curriculum guide, and (6) a secondary/postsecondary teachers' workshop that reviewed and further developed the guide. Project results found many successful programs for serving the disadvantaged. The use of an identification/assessment system was extremely limited with but a few models for examples. Successful teachers of the disadvantaged seemed to display more endurance, order, and deterrence than did less successful teachers of the disadvantaged. (Appendixes include a project abstract, the survey instrument, specific program tally sheet, adjective checklist, lesson plan format and supplemental skills curriculum topics, workshop evaluation instrument, third-party evaluation report, and other project materials.) (Author/CSS)

ED 166 375 CE 018 644

Dutton, Donnie
A Look at Lifelong Learning.
Arkansas Univ., Fayetteville. Adult Education.
Pub Date-15 Sep 78
Note-13p.; Speech given before the South Central Association for Lifelong Learning (Denton, Texas, September 15, 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Education Programs, *Continuous Learning, Educational Improvement, *Educational Needs, Knowledge Level, Obsolescence, *Organizational Effectiveness, *Regional Planning, Skill Obsolescence

Adults must continue to learn. The accelerating pace of cultural change has made today's knowledge and skills tomorrow's obsolescence. A society that makes its educational investment almost entirely in children and youth is on the way to becoming obsolete and is reducing its survival chances. To promote the cause of lifelong learning, we need to ban together to form a regional lifelong learning association. Much remains to be accomplished; for instance, in our region Arkansas, Louisiana, New Mexico, Oklahoma, and Texas 53.3% of the population does not have a high school diploma. Yet an ordinary person has to read many things at the high school level. In 1958 Burton Clark wrote that the constitutional status of adult education (1) is permissive rather than mandatory, (2) is a part-time occupation, (3) does not have separate plant facilities and fixed capital, (4) catches the eye'' first from economy-minded groups, (5) has to be sold to other educators and the public as a necessity, and (6) depends on state and federal aid. We have made some progress, but financial stress in cities and states is having a negative effect on the status of adult education. In advocating adult education programs, power will come from organization. (CSS)

ED 168 376 CE 018 877

Stoudt, John Y., Ed. And Others
Pennsylvania Industrial Arts Safety Guide.
Industrial Arts Association of Pennsylvania.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Aug 78
Note-189p.; Parts may not reproduce clearly
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Accident Prevention, Equipment Utilization, *Industrial Arts, Instructional Materials, Laboratory Safety, Legal Responsibility, Records (Forms), *Safety Education, Safety Equipment, School Safety
Identifiers-*Pennsylvania

Safety education information is provided in this guide designed for Pennsylvania industrial arts teachers. Twelve sections and section topics include the following: introduction (policy statement on safety); responsibility (school board and superintendent, principal and/or department head, the teacher); emergency action (primary concerns, secondary concerns, communicating safety to parents, hazardous conditions report, accident reporting, accident reporting and analysis, accident report form); safety for developmentally disabled and handicapped students (suggested teaching techniques); elementary industrial arts safety; industrial materials (compressed gas, dust, fumes, flammable and combustible liquids, foundry safe practices, and woodworking); power technology, (general precautions, personal health considerations, grease, oil, fuels and solvents, storage batteries, and combustible liquids); visual communications (drafting room safety practices); instructional techniques, (safety inspections, safe practices in use and care of equipment, safety rules for power equipment, equipment instruction sheets and evaluation, and safety rules for portable electric hand tools); personal protection (eye protector selection chart, lesson plan for eye safety, chart of noise sources, respiratory protection, back strains and proper lifting); facility planning (generally accepted standards and practices); and teacher liability in school shop accidents. (JH)

ED 168 377 CE 018 922

Perun, Pamela J. Bielby, Denise D.

Towards a Model of Female Occupational Behavior: A Human Development Approach. Revised Version.

Duke Univ., Durham, N.C. Dept. of Sociology.; Duke Univ. Medical Center, Durham, N.C. Dept. of Psychiatry.

Pub Date-Aug 78

Note-47p.; Paper presented at the American Sociological Association Annual Meeting (73rd, San Francisco, September 4-8, 1978)

Available from-Department of Sociology, Duke University, Durham, North Carolina 27706

Pub Type- Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavior, *Behavior Theories, *Career Development, Employment, Employment Patterns, *Employment Trends, Females, *Human Development, Labor Force, Models, Theories, *Working Women

After a discussion of the patterns of female labor force activity and the trend toward increased participation in the labor force by women between 1900 and 1975, this paper points to the need to re-examine traditional ideas about women and work and to develop a model of female occupational behavior based on a human development approach. Four theories, those of Roe, Holland, Ginzberg, and Super, which respectively represent the trait-factor, personality, self-concept, and vocational development theories of occupational behavior, are described. The theories are then evaluated for their applicability to women and for their relevance to a human development approach. Stating that Super's theory of vocational development comes closest to satisfying the developmental criteria but that it still has serious limitations, the paper concludes that either major revision of existing theory or formulation of new theoretical perspectives is necessary for the development of a model of female occupational behavior. Figures accompany the discussions of the four theories, and four pages of references are appended. (LMS)

ED 166 378 CE 018 924

A Science-Oriented Career Guidance System for the Physically Handicapped. Final Report & External Evaluation.

Thomasville Board of Education, Ga.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 Oct 78
Note-73p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adults, Audiovisual Aids, Aurally Handicapped, *Career Awareness, Career Opportunities, *Career Planning, Guidance Objectives, Guidance Programs, Handicapped Students, Independent Study, Information Dissemination, *Information Systems, Mass Media, *Occupational Guidance, Occupational Information, Orthopedically Handicapped, *Physically Handicapped, Secondary School Students, Systems Development, Visually Handicapped

A career guidance system to encourage and assist physically handicapped secondary level students and adults to undertake science careers was designed, produced, and field tested. Focus is on visual, hearing, and orthopedic handicaps. The following products were developed: (1) two hundred twenty-eight science-related career briefs in large print, audio tape, Braille, and microfiche formats (each includes job description, preparation requirements, earnings, and employment outlook); (2) ten sound filmstrips showing sixty handicapped scientists filmed on the job; (3) radio and television public service announcements about science career opportunities for the physically handicapped; (4) a science career guide for the visually handicapped; (5) self-career exploration and decision making exercises; and (6) companion science and work-related glossaries for those with severe hearing handicaps. These products can be used independently by handicapped and non-handicapped individuals in classrooms, rehabilitation centers, and other career guidance settings as well as for the training of personnel for these locations. A project evaluation indicated that all developmental objectives were met. The major problem was the lack of time for adequate field testing of developed materials. (The appendix, comprising two-thirds of this report, includes the following: a list of the two hundred twenty-eight career brief jobs, sample career briefs, sample scripts for television and radio public service announcements, sample letters, and sample interview and survey forms. (EM)

ED 166 379 CE 019 027

Schonborn, Barbara G. O'Neil, Mary L.

Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students.

Women's Educational Equity Communications Network, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-300-77-0535

Note-34p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Counselor Training, *Discriminatory Legislation, Educational Legislation, Educational Opportunities, Educational Resources, Educational Strategies, *Equal Education, Federal Legislation, Females, *Instructional Materials, Males, Postsecondary Education, Secondary Education, *Sex Discrimination, Teacher Education, Teaching Methods, *Vocational Education

Identifiers-*Educational Equity

Addressed to vocational educators and counselors, this booklet contains four main sections. The first section includes definitions of terms in the area of sex equality in vocational education, an overview of the problems created by sex discrimination, and a discussion of the question: Where does vocational education lead? The second section describes the laws and activities that are helping to eliminate sex discrimination, including the following: Title II of the Education Amendments of 1976, Title IX of the Education Amendments of 1972, the Women's Educational Equity Act of the Education Amendments of 1974, Title IV of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Title VII of the Civil Rights Act of 1964. The third section includes information about teacher and counselor training and about curriculum materials and methods that teachers may use in vocational education programs. The fourth section contains lists of print, nonprint, and human resources that are accessible to school personnel. The lists are divided into counselor training materials and methods; curriculum guides and programs; counseling and guidance materials; agencies and organizations; and books, reports, bibliographies, and other resources. (LMS)

ED 166 380 CE 019 045

Jones, Sandra Neal, Kathy

Consumer Education Resources Catalog: 16mm Films, Multi Media Kits, Video Cassettes, Simulations & Games, Printed Materials. 1978 Edition.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date-Sep 78

Note-105p.; Not available in hard copy due to reproducibility problems

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Audiovisual Aids, Books, *Consumer Education, *Educational Games, *Educational Resources, Elementary Education, Filmographies, *Films, Guides, Newsletters, Postsecondary Education, Reference Materials, Resource Materials, Secondary Education, Simulation, Textbooks, *Videotape Recordings

Identifiers-*Michigan

This consumer education resources catalog provides an annotated guide to 16mm films, multi-media kits, video cassettes, simulations and games, and printed materials related to consumer education available from Michigan Department of Education's Regional Education Media Centers. The first major section lists available media by specific subject area: factors affecting consumer behavior; money management and credit; buying and using goods and services; rights and responsibilities; basic economics of the marketplace; sources of information and assistance; and teacher education. The next four sections (the bulk of the guide) provide titles, descriptions, addresses and manufacturers' prices for 16mm films, video cassettes, media kits, and games. The remaining sections provide titles, addresses, and prices for newsletters and magazines, college tests, teacher reference materials, community college and adult education texts, high school texts, and selected elementary and middle school resources (films, media kits, books, and curriculum resource materials). (JH)

ED 166 381 CE 019 046

Thelen, Judith

Life Insurance for Consumers: A Teacher's Guide. A Teacher Inservice Module for Secondary Level Consumer Education Units in Home Economics, Business Education, Social Studies and Related Areas.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date-Apr 78

Note-136p.; For related documents see CE 019 047-048

Available from-Michigan Consumer Education Center, Eastern Michigan University, University Library, Ypsilanti, Michigan 48197 ($2.50)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Behavioral Objectives, *Consumer Education, *Course Content, Inservice Teacher Education, Instructional Materials, *Learning Activities, Resource Materials, Secondary Education

Identifiers-Consumer Insurance Information and Fairness Act, *Life Insurance, Michigan

This teacher-oriented learning module for secondary level consumer education teachers, the first in a series of three, was developed to provide information on life insurance and ideas for conveying this content to students. The module begins with a definition and general goals of consumer economics, an overview, a pre-test, a performance objective regarding insurance from the Michigan Guidelines in Consumer Economics, and performance objectives and key ideas relative to each of the nine objectives. The next portion of the module covers the nine performance objectives and for each one (varying from three to fifteen pages in length) includes some or all of the following: key idea and student learning activities correlated with information summaries, tables, and worksheets. The nine content areas covered are as follow: the insurance concept, managing risk, what life insurance is, who needs life insurance, amount of life insurance needed, types of life insurance, choosing the type of policy, shopping for life insurance, and policy options and provisions. A posttest and a list of sources for additional information conclude this module. The appendix contains the pre- and posttest answer key, and congressional testimony on the Consumer Insurance Information and Fairness Act. (EM)

ED 166 382 CE 019 047

Thelen, Judy

Credit: Using Other People's Money. A Teacher Inservice Module for Secondary Level Consumer Education Units in Home Economics, Business Education, Social Studies and Related Areas.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.; Michigan State Dept. of Education, Lansing.

Pub Date-Aug 77

Note-84p.; For related documents see CE 019 046-048 ; Parts of appendix may be marginally legible

Available from-Michigan Consumer Education Center, Eastern Michigan University, University Library, Ypsilanti, Michigan 48197 ($3.00)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$4.07 Plus Postage.

Descriptors-*Behavioral Objectives, *Consumer Education, *Course Content, *Credit (Finance), Inservice Teacher Education, Instructional Materials, *Learning Activities, Resource Materials, Secondary Education

Identifiers-Michigan

This teacher-oriented learning module for secondary level consumer education teachers, the second in a series of three, was developed to provide information on credit and ideas for conveying this content to students. The module begins with a definition and general goals of consumer education, an overview and rationale, five performance objectives (each are divided into five to eight sub-objectives), and a pre-test. The next portion of the module covers the five performance objectives and for each one (varying from five to fourteen pages in length) includes the following: sub-objectives, content, and related student learning activities. The five content areas covered are as follow: how much credit you can afford, creditworthiness, credit sources, credit cards, and when you cannot pay your bills. A posttest and a list of supplemental resources conclude this module. The appendix includes the following: student learning activities, and sample tables regarding the calculation of interest on loans; a credit application form; a consumer credit crossword puzzle; an article reprint on credit buying; the pre- and posttest answer key; two transparency masters; and information on the legal doctrine of holder-in-due course. (EM)

ED 166 383 CE 019 048

Phillips, Eunice

Metrics for the Consumer. A Teacher Inservice Module for Secondary Level Consumer Education Units in Home Economics, Business Education, Social Studies and Related Areas.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.; Michigan State Dept. of Education, Lansing.
Pub Date-Aug 77
Note-106p.; For related documents see CE 019 046-047
Available from-Michigan Consumer Education Center, Eastern Michigan University, University Library, Ypsilanti, Michigan 48197 ($6.00)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Behavioral Objectives, *Consumer Education, *Course Content, Inservice Teacher Education, Instructional Materials, *Learning Activities, *Metric System, Resource Materials, Secondary Education
Identifiers-Michigan

This teacher-oriented learning module for secondary level consumer education teachers, the last in a series of three, was developed to provide information on the metric system and ideas for conveying this content to students. The module begins with a definition and general goals of consumer education, a rationale, an overview, ten module performance objectives, performance objectives over eight areas for learning the metric system by doing, and a pre-test. The next portion of the module covers the ten performance objectives and for each one (varying from one to three pages in length) includes content correlated with student learning activities. The areas of content covered include the following: history of the metric system, why the metric system should be used, and how metrics will affect our daily lives. The module then focuses on learning metrics by doing, and includes the following: an explanation of how to organize the class into eight groups, a list of supplies needed by each group, and worksheets containing learning activities for the groups. The learning activities cover eight areas, among which are mass, volume, temperature, and personal measurements. A posttest and a list of supplemental resources conclude this module. The appendix includes additional teaching materials, answer keys, and transparency masters. (EM)

ED 166 384 CE 019 062

Lee, Jasper S. And Others
Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage. Final Report.
Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Grant-G007701166
Note-174p.; Not available in hard copy due to reproducibility problems. For a related document see CE 019 063
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agribusiness, College Graduates, Data Analysis, National Surveys, Needs Assessment, Professional Personnel, *Program Effectiveness, *Teacher Certification, *Teacher Education, *Teacher Recruitment, *Teacher Selection, Teacher Shortage, Training Techniques, Vocational Agriculture, *Vocational Agriculture Teachers
Identifiers-Non Certified Vocational Agriculture Teachers

A project was developed to create a training procedure for preparing persons with non-teaching professional degrees to become teachers of vocational agriculture/agribusiness. The project involved (1) surveying state supervisors of agricultural education to determine the utilization made of persons with non-teaching professional degrees as teachers of vocational agriculture; (2) surveying state supervisors of agricultural education, teacher educators in agricultural education, and a sample of teachers to evaluate the strategies used in recruiting and training persons with non-teaching professional degrees to be teachers of vocational agriculture/agribusiness; and (3) developing, printing, and distributing procedures for recruiting, selecting, and preparing such persons as teachers of vocational agriculture/agribusiness. (These procedures are included in this document, along with the final report, and are also included separately in ERIC as document CE 019 063.) The survey data analysis involved the establishment of frequency distributions, means, standard deviations, and percentages and the use of analysis of variance and Duncan's New Multiple Range Test. It was found that 79% of the states in the U.S. have an inadequate supply of professionally trained teachers of vocational agriculture/agribusiness. Thirty states use teachers with non-teaching professional degrees. A variety of recruitment strategies are used in obtaining teachers, with the most effective being individual contact. (Survey instruments are appended.) (Author/CT)

ED 166 385 CE 019 063

Lee, Jasper S. And Others

Procedures for Recruiting, Selecting, and Preparing Persons with Non-Teaching Professional Degrees to Be Teachers of Vocational Agriculture/Agribusiness. Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage. Part II of a Final Report.

Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007701166
Note-47p.; For a related document see CE 019 062
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Agribusiness, College Graduates, Delivery Systems, Professional Personnel, *Program Development, Program Evaluation, Staff Role, State Standards, Teacher Background, *Teacher Certification, *Teacher Education, Teacher Evaluation, Teacher Qualifications, *Teacher Recruitment, *Teacher Selection, Teacher Shortage, Vocational Agriculture, *Vocational Agriculture Teachers
Identifiers-Non Degree Vocational Agriculture Teachers

Based on the findings of a national survey of agricultural education state supervisors, teacher educators, and a sample of vocational agriculture teachers, this document presents procedures used in the recruitment, selection, and preparation of non-teaching degree professionals for teaching positions in vocational agriculture/agribusiness. (ERIC document CE 019 062 also contains these procedures in addition to a detailed report of the survey methodology, analysis, and results.) Chapter 1, Recruitment, discusses the teacher shortage, those responsible for recruitment (local administrators, supervisors, teachers, etc.), sources of teachers, and recruitment strategies. Chapter 2, Selection, considers such teaching qualifications as educational preparation, occupational experience, and professional potential. In chapter 3, Preparation, the following considerations are examined: nature and requirements of the teaching position in vocational agriculture/agribusiness; state teacher certification requirements (degree, college courses, and occupational experience); documenting experiences of applicants; evaluation of experiences in terms of state certification requirements; identifying deficiencies of the applicant and setting priorities for correcting deficiencies; developing a state delivery system to meet the needs of non-certified teachers; possible staff responsibilities of various individuals in preparing persons with non-teaching professional degrees; and evaluation of a personal preparation plan model. A bibliography is included. (CT)

ED 166 386 CE 019 070

A Guide to Decision Making for Bilingual Vocational Materials Development.

Development Associates, Inc., Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-300-77-0391
Note-60p.; For a related document see CE 019 071
Available from-Development Associates, Inc., 2924 Columbia Pike, Arlington, Virginia 22204 ($3.95, plus $0.95 per order)
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, *Curriculum Development, *Decision Making, *Material Development, National Programs, *Non English Speaking, Program Planning, School Districts, Second Language Learning, State Programs, *Vocational Education

One of two publications developed to facilitate bilingual vocational training, this guide is designed to assist educational agencies at the national, state, and local levels in determining priorities for development of materials needed for bilingual vocational training programs. (CE 019 071 contains a handbook for developers of bilingual vocational instructional materials.) The information is divided into four chapters. Chapter 1 discusses the process of identifying appropriate language groups. Chapter 2 provides guidelines for selecting appropriate vocations for which bilingual materials should be designed. Overall curricular concerns (the entire course of instruction or program, including methodologies, techniques, and materials) are addressed in chapter 3. Chapter 4 summarizes recommendations which are discussed throughout the guide. Some additional conclusions relevant to the development and dissemination of bilingual vocational materials are also included. (BM)

ED 166 387 CE 019 071

Handbook for Bilingual Vocational Materials Development.

Development Associates, Inc., Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-300-77-0391
Note-44p.; For a related document see CE 019 070 ; Best copy available
Available from-Development Associates, Inc., 2924 Columbia Pike, Arlington, Virginia 22204 ($3.95, plus $0.95 per order)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, *Curriculum Development, *Instructional Materials, Learning Activities, *Material Development, Models, *Non English Speaking, Second Language Learning, Teaching Methods, *Vocational Education

One of two publications developed to facilitate bilingual vocational training, this handbook is intended to assist instructional materials developers and teachers in designing or adapting existing materials for selected-language speakers and vocations. (CE 019 070 contains a guide for assisting decision makers in determining priorities for development of materials needed for bilingual vocational training programs.) This handbook has been divided into five sections. The first section contains a single instructional unit (taken from a seventy-five-unit Nursing Assistant course) which was selected to illustrate the developmental process and to serve as a model for producing similar units. This model unit contains vocational exercises, vocational English pattern practice drills, and special bilingual vocational exercises. A detailed explanation of the process used in developing the model unit is found in the second section. In addition to explaining the basic concepts related to materials development, section 2 describes the vocational and English language materials used in the unit, emphasizing the way integration of the two was achieved. Special suggestions are included for the development of bilingual vocational exercises which effectively combine the vocational, English, and native language of the course. Section 3 provides a list delineating the step-by-step procedure to be followed in developing a unit. Section 4 provides additional vocational English exercises for beginning units, and section 5 explains transitional approaches for advanced units. A checklist for assessing the adequacy of materials is also provided. (BM)

ED 166 388 CE 019 085

Gwinn, Yolanda Williams, Doris K.

Women, Equity and Career Development.

Bowling Green State Univ., Ohio. Career and Technology Education
Graduate Faculty.
Pub Date-78
Note-10p.
Available from-Career and Technology Education Media Laboratory, Bowling
Green State University, Bowling Green, Ohio 43403 ($1.00)
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Access to Education, *Discriminatory Attitudes (Social), Educational Responsibility, Equal Education, *Equal Opportunities (Jobs), *Females, *Occupational Choice, *Sex Discrimination, Sex Role, *Sex Stereotypes, Socialization, Social Values, Vocational Interests, Wages
Identifiers-United States

While federal legislation has opened doors to non-traditional career opportunities, many women are still training to become teachers, secretaries, and nurses. The most basic influence in socializing young girls into strictly feminine roles is the parental attitudes. Sex-associated roles, role limitations, and male-created barriers are constraints to women's ability to choose other careers. The University of Chicago Women's Report suggests that women face sexual discrimination, have difficulty gaining admittance to graduate school, and receive fewer fellowships than men. These factors are magnified when women choose non-traditional paths. In this culture, women's earnings are at the lower end of the pay scale. What can be done to alleviate the inequity of career choices for women? First, the effects of socialization may be counteracted by providing young girls education relative to career opportunities. Secondly, it may be necessary for counselors and teachers to rethink their attitudes toward sex-role behavior. Thirdly, counselors can help alleviate the perpetuation of sexual stereotyping in career choices. Fourth, formal curriculum may be easier to change if the needs of women are kept in mind. While promoting these solutions, we must begin by focusing on programs aimed at assessing the full impact of social institutions and attitudes on the development of sex-associated roles. (EM)

ED 166 389 CE 019 095

Carter, David L. And Others

Issues and Trends in Criminal Justice Education. Criminal Justice Monograph. Vol. VIII, No. 5.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Pub Date-78

Note-31p.

Pub Type- Collected Works - General (020)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Conflict, Curriculum Development, Educational History, *Educational Needs, Educational Philosophy, Employment Qualifications, Futures (of Society), *Higher Education, Inservice Education, Job Skills, Law Enforcement, *Police, *Professional Recognition, Program Effectiveness, Training

Issues and trends in criminal justice education are discussed in three papers. The first paper, Issues and Trends in Criminal Justice Education: The Philosophy of Curriculum Development,'' by J. D. Jamieson, considers the logic underlying the assumptions made by academic generalists and training-oriented practitioners who influence curriculum development. The paper presents the case for the implementation of professional curricula, which require the integration of theoretical wisdom with technical skill at all levels of the educational process. In the second paper, Issues and Trends in Higher Education for Police Officers,'' by David L. Carter, the development of three distinct generations of higher education in law enforcement is traced. Current issues in the police/college education debate are underscored, and trends and future prospects in law enforcement education are predicted. In the final paper Allen D. Sapp reviews Issues and Trends in Police Professionalization.'' Sapp considers the origin of expressed needs for police professionalization. Also examined are sociological concepts of professions and the current state of police professionalism. Motives of the police in seeking professional status are examined. The trend in police occupational groups toward seeking professionalization is also cited. (Author/CSS)

ED 166 390 CE 019 102

Olson, Thomas Hans

Education for Educators in Medical Technology.

Spons Agency-Wisconsin Univ., Eau Claire. Div. of Allied Health.
Pub Date-May 77
Note-95p.; Master's Thesis, Wisconsin University ; Parts of appendix may be marginally legible
Pub Type- Dissertations/Thesis (040)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Audiovisual Aids, Autoinstructional Aids, Course Content, Curriculum Development, Educational Needs, Educational Objectives, Independent Study, Instructional Materials, *Medical Technologists, Performance Based Education, *Teacher Education, Teaching Methods

A slide/tape self-instructional package was developed to be used to teach instructional skills in medical technology courses. Although medical technologists need to obtain these skills in order to function effectively in internship programs and employee training, they do not have the time for their inclusion in the standard curriculum. An audiovisual self-instructional course was recognized as the solution because it can be administered by the students at their own pace and convenience and still provide effective training. To determine if such a course would be acceptable to medical technologists, a survey was conducted of 200 university and hospital programs nationwide. The 126 respondents generally agreed with the need for such a course and were receptive to an audiovisual format. A literature review showed that a competency-based teaching method would be an effective instructional skill for medical technologists to master. The course which was then developed consisted of 150 slides and accompanying statements to explain the use of goals and performance objectives in teaching. Further work is still required to field test its effectiveness and make necessary revisions. (Copies of the survey questions and the audiovisual script are included.) (ELG)

ED 166 391 CE 019 217

Neely, Margery A. Wilson, Alfred E.

A Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts. Final Report.

Kansas State Univ., Manhattan. Coll. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-31 Aug 78
Grant-G007701926
Note-331p.; For a related document see ED 151 613 ; Not available in hard copy due to marginal legibility of parts of original document
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrative Personnel, Administrator Qualifications, Career Opportunities, Educational Background, Employment Practices, *Employment Qualifications, *Females, Guides, Information Dissemination, *Job Skills, *Sex Discrimination, Sex Stereotypes, Surveys, *Vocational Education, Work Attitudes, Work Experience, Working Women, Workshops

A study was performed to develop procedures for assisting women who aspire to vocational administration posts but who do not have required work experience outside of education. The project (1) surveyed attitudes, barriers, and the employment picture in Kansas and (2) determined the effectiveness of a portfolio guide for describing unpaid work experiences where administrative competencies were acquired. Questionnaires were sent to a random sample of vocational education personnel. Results were used to design a support-personal-growth workshop to reduce stereotypes and to design the experiential portfolio guide. Women vocational education teachers volunteered to develop portfolios of their administrative skills. The portfolios were analyzed and rated by vocational education administrators on competency dimensions as well as on overall qualifications. Six portfolio authors attended an assessment session and completed criterion measures for a study of the portfolio validity. Reliability was calculated on ratings and criterion. Survey results showed a few annual openings and few differences between women aspirants and administrators on attitudes, etc. Portfolio ratings had a median reliability of .80. Adequate validity was found for portfolio dimensions, given the small, self-selected sample. (Author/CSS)

ED 166 392 CE 019 251

Arnold, Steven V.

Career Development Program K-10. Paint Valley Local Schools. Final Report.

Paint Valley Local School District, Bainbridge, Ohio.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date-78

Contract-CD-23-78

Note-88p.; Not available in hard copy due to light print in the original document. For related documents see ED 151 590 and CE 019 425

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Awareness, *Career Exploration, *Changing Attitudes, Curriculum Development, Elementary Secondary Education, Inservice Teacher Education, Participant Satisfaction, *Program Development, *Program Effectiveness

Identifiers-Ohio, Paint Valley Local School District OH

The purpose of the Career Education Program in the Paint Valley Local School District (Ohio) was to provide career education experiences for students in the district that would enable them to make valid decisions in relation to career education based upon a sundry of planned vocational experiences provided by the district staff and project coordinator. The project objectives focused on career motivation (K-6); career orientation (grades 7-8); and career exploration (grades 9-10). Inservice was provided for the project staff, and post-evaluation of the inservice activities indicated a positive change in staff attitudes toward career education. Project objectives were evaluated by a pre-posttest design developed by a third-party evaluator. The affective part of the evaluation component communicated a significant change of student attitudes and values (K-10). The students also demonstrated a significant change in content information pertaining to career orientation (K-8), and career information (9-10). Both district staff and participating students were complimentary in regard to the program. (Author/BM)

ED 168 393 CE 019 260

Dunbar, Zola And Others

A Report of the Project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators. Final Performance Report.

Interinstitutional Consortium for Career Education, Salem, Oreg.; Marion Intermediate Education District, Salem, Oreg. Career Education Personnel Development Project.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date-Aug 77

Grant-300-76-0275

Note-72p.; Not available in hard copy due to light print in the original document. For related documents see ED 145 975, ED 151 514, ED 157 988, ED 114 586, ED 120 411, CE 019 261, CE 019 264, CE 019 267, and CE 019 416-417

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrator Education, *Career Education, College Faculty, Consortia, *Counselor Training, Faculty Development, *Fused Curriculum, Higher Education, Program Development, Program Evaluation, *Teacher Education

Identifiers-Education Amendments 1974, *Interinstitutional Consortium Career Education OR, Oregon

To improve preparation of personnel in career education, a project conducted by Oregon's Interinstitutional Consortium for Career Education (ICCE) focused on three areas: staff development for college and university faculties; program development for teacher, counselor, and administrator preparation; and teacher certification and training program accreditation. (ICCE is composed of all Oregon institutions of higher education which prepare teachers, counselors, and administrators.) This report summarizes the activities of the Consortium during the third year of a five-year effort. (See CE 019 417 for a performance report of the project's second year of operation.) Included in this document are descriptions of the project's major activities and of related TSPC (Teacher Standards and Practices Commission) activities; an evaluation summary (see CE 019 261 for the full evaluation report); a discussion of anticipated changes and problems; and reports of dissemination activities and special activities. The following materials are appended: list of consortium committee members; institutional guidelines; guidelines for preparatory program accreditation in career education; an informational newsletter and brochure; and abstracts of related project reports. (BM)

ED 166 394 CE 019 261

Myers, Leo W.

A Report of the Project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators. Final Evaluation Report.

Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date-Aug 77
Grant-300-76-0275
Note-110p.; Not available in hard copy due to light print in the original document. For related documents see ED 114 586, ED 120 411, ED 145 975, ED 151 514, ED 157 988, CE 019 260, CE 019 264, CE 019 267, and CE 019 416-417
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Education, *Career Education, College Faculty, Consortia, *Counselor Training, Faculty Development, *Fused Curriculum, Higher Education, Teacher Certification, *Teacher Education
Identifiers-Education Amendments 1974, *Interinstitutional Consortium Career Education OR, Oregon

A third-party evaluation was conducted during the second year of operations of the project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators. Sponsored by Oregon's Interinstitutional Consortium for Career Education (ICCE, which is composed of all Oregon institutions of higher education which prepare teachers, counselors, and administrators), this project focused on three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are staff development for college and university faculties; program development for preparation of teachers, counselors, and administrators; and teacher certification and training program accreditation. Three types of evaluative data were collected: self-evaluation data, user evaluation data, and third-party evaluation data. The evaluation procedures employed sought the answers to the following questions: (1) How can a state infuse career education into its personnel preparation programs through a statewide system of higher education? (2) Is it realistic for career education concepts, methods, and procedures to become an integral part of teacher, counselor, and administrator education content? and (3) What measurable changes in attitudes toward career education were evidenced and what observable changes were there in staff and student behavior? Positive shifts in attitudes toward career education tenets were evidenced on the part of both participating students and staff. Several evidences of student and staff changes were observed that can be attributed at least in part to the influence of the project. Evaluation instruments and response tabulations are appended. (See CE 019 260 for a description of the project activities and products.) (BM)

ED 166 395 CE 019 264

Dunbar, Zola, Ed.

College and University Staff Development Workshop Proceedings (Willamette University, December 2-3, 1976; Otter Crest, April 20-21, 1977). Interinstitutional Consortium for Career Education, Salem, Oreg.; Marion Intermediate Education District, Salem, Oreg. Career Education Personnel Development Project.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date-Jul 77

Grant-300-76-0275

Note-94p.; Not available in hard copy due to light print in the original document. For related documents see ED 145 975, ED 151 514, ED 157 988, ED 114 585, ED 120 411, CE 019 260-261, CE 019 267, and CE 019 416-417

Pub Type - Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Education, *Career Education, College Faculty, Consortia, Counselor Training, *Faculty Development, *Fused Curriculum, Higher Education, Participant Satisfaction, Program Development, Program Planning, *Teacher Education, *Teacher Workshops

Identifiers-Education Amendments 1974, *Interinstitutional Consortium Career Education OR, Oregon

This report summarizes the two statewide staff development workshops that were conducted for faculties of Oregon colleges and universities participating in a consortium project designed to infuse career education into the preparation of teachers, counselors, and administrators. (Three previous workshops are reported in CE 019 416.) Included in this document are objectives of the workshops, copies of the programs, and summaries of the participants' evaluation. The first workshop centered around work sessions dealing with four professional education areas: (1) social, cultural, and psychological foundations of education; (2) instructional methods and materials in reading and language arts; (3) instructional methods and materials in social studies; and (4) instructional methods and materials in science and health. The second workshop focused on both state and national trends in career education. Input from the national scene was provided by five major speakers: (1) Demonstration Model for Training and Retraining Persons to Conduct Career Education Programs,'' by Leni Ayres; (2) Conceptual Foundations of Career Education,'' by Edwin Herr; (3) Career Education and the Academic Disciplines,'' by Jerry Berberet; (4) Career Education and the General School Administrator,'' by Grant Venn; and (5) Evaluating the Efficacy of Career Education,'' by Lois-ellin Datta. Transcripts of the last four speeches are included in this report. (Author/BM)

ED 166 396 CE 019 267

Ellingson, James, Ed.
Guide for Infusing Career Education into Teacher Education Programs.
Interinstitutional Consortium for Career Education, Salem, Oreg.; Marion Intermediate Education District, Salem, Oreg. Career Education Personnel Development Project.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date-Aug 77
Grant-300-76-0275
Note-61p.; Not available in hard copy due to light print in the original document. For related documents see ED 145 975, ED 151 514, ED 157 988, and CE 019 260-261, CE 019 264, and CE 019 416-417
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Education, *Career Education, Consortia, Counselor Training, Faculty Development, *Fused Curriculum, *Guidelines, Higher Education, *Program Development, Program Effectiveness, Teacher Certification, *Teacher Education
Identifiers-Education Amendments 1974, *Interinstitutional Consortium Career Education OR, Oregon

Prepared to provide assistance to college and university staff members in infusing career education into personnel development programs, this guide is based on the experiences of the members of Oregon's Interinstitutional Consortium for Career Education. This document presents a series of guiding principles necessary for program infusion. These principles are divided into the following categories: administrative support and commitment; adequate research information; cooperative efforts with the state department of education, local school districts, and community resource people; college staff inservice; adequate delivery systems; adequate funding to provide staffing, materials, and program development; planning and evaluation; and provisions for coordination and articulation of programs within institutions. Under each principle is listed a series of short descriptions of activities based on the experiences of consortium members and a set of indicators of an effective program in which career education concepts have been effectively infused. These principles, activities, and criteria are designed to be useful in program review and evaluation as well as in program development. Appended are abstracts of project reports; guidelines for preparatory program accreditation in career education; a bibliography; and revised syllabi. (See CE 019 260 for the final performance report of this statewide effort to infuse career education into teacher, administrator, and counselor preparation programs.) (BM)

ED 166 397 CE 019 287

Texas System for Incremental Quality Increase. Final Report, 1976-77.
Texas Education Agency, Austin.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Grant-300-76-0332
Note-182p.; For related documents see ED 132 284 and ED 138 786
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Career Education, *Curriculum Development, Demonstration Programs, Education Service Centers, Elementary Secondary Education, *Faculty Development, *Fused Curriculum, Information Dissemination, Program Administration, Program Coordination, *Program Effectiveness, School Cadres, Teacher Developed Materials, *Teacher Workshops, Technical Assistance
Identifiers-Education Amendments 1974, Texas

Ten of the twenty Education Service Centers (ESC) that provide instructional and technical services to the local school districts in Texas were asked to participate in a project designed to demonstrate infusion and management techniques in career education. Activities were accomplished under the following objectives: (1) establish the transportability of the curriculum-writing process utilized during the project's first year by developing, in a two-day workshop, the level of competence necessary for participating personnel to train teachers in their respective regions; (2) generate at least one infused career education learning module for each teacher participating in a series of workshops held in ten ESC regions (a total of 615 modules were written, 86% of which met or exceeded the established criteria for utility); (3) develop a two-day workshop to train ESC career education coordinators and instructional coordinators in techniques to implement career education at the local education agency level (training and interim consultation were rated as excellent); (4) determine the efficacy of sample learning modules by testing these modules in a demonstration school and by measuring student development prior to and during instruction (substantial student gains were indicated); (5) disseminate the infused career education learning modules; and (6) coordinate the activities of all organizations and agencies involved in the project so that objectives and activities can be efficiently identified, planned, and implemented. (BM)

ED 166 398 CE 019 321

Ryan, Charles W. And Others

Comprehensive Career Education Project, 1976-77. Executive Summary.
Maine Univ., Orono. Coll. of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Grant-300-76-0338
Note-206p.; Certain pages throughout the appendixes will not reproduce well due to light and broken type. For related documents see ED 132 284, ED 138 786, ED 143 814, and CE 017 623
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Career Education, *Curriculum Development, Demonstration Programs, Elementary Secondary Education, Fused Curriculum, *Inservice Teacher Education, Postsecondary Education, Program Development, *Program Effectiveness, *Program Improvement, *Teacher Education, Teacher Educator Education, Teacher Workshops
Identifiers-Bangor Public Schools ME, Education Amendments 1974, Maine

A project was conducted to (1) demonstrate comprehensive career education in grades K-12 of the Bangor, Maine, public school system and (2) demonstrate to teacher educators at Husson College and the University of Maine the concepts, philosophy, and methods of comprehensive career education. (See CE 019 623 for the performance report.) Based on the project's final evaluation, the following general conclusions were drawn: increases in career education knowledge can be attained via planned inservice training programs; materials for inservice training must be appropriate for public school and postsecondary personnel (materials for the latter are not readily available); and local site idiosyncrasies, distant communication problems, and overcommitment by the testing organization may be a hindrance to local staff. Some of the findings concerning the activities in the Bangor public schools include the following: test scores indicated that students who attend career education-infused courses demonstrated greater gains in self-concept, career maturity, and improved attitude toward school; teachers produced acceptable career education-infused curriculum units after training; and inservice training must be planned, sequential, and evaluated if impact on school curriculum is to occur. Some of the findings concerning university-based activities are as follow: seminar content should be based on carefully designed conceptual models if they are to be accepted by postsecondary staff; university/college role in career education is open to varying interpretation; and university/college-based professionals were not enthusiastic about visits to public schools to observe career education in action. (BM)

ED 168 399 CE 019 331

Pitzer, C. Lewis Gurtner, Mary

Roanoke City Career Education Program. Selected Units of Instruction in Career Education.

Roanoke City Public Schools, Va.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Sep 77
Note-284p.; Not available in hard copy due to thin type. For related documents see ED 132 284 and ED 138 786
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, Audiovisual Aids, *Career Awareness, *Career Education, Career Planning, Changing Attitudes, Clerical Workers, Criminology, Elementary Secondary Education, Films, Goal Orientation, Home Economics, Inservice Education, *Instructional Programs, Kindergarten, Occupational Guidance, Occupational Information, Occupational Surveys, Placement, *Program Development, Program Planning, Resource Centers, *Resource Materials, Skill Development, Special Education, *Teacher Developed Materials
Identifiers-Education Amendments 1974, Roanoke (Virginia), Roanoke City Public Schools

This report contains excerpts from career education units which were developed by Roanoke City (Virginia) teachers for kindergarten through adult education. Areas presented are (1) career awareness for the kindergarten; (2) a career model for elementary education; (3) a plan for implementing career education concepts in the elementary school; (4) career awareness in the elementary school; (5) development of a career education program at the junior high school level; (6) career education in the special education classroom; (7) survey of career interests-reading students; (8) criminology unit; (9) improving attitudes and skills in home economics-related occupational classes; (10) survey of clerical workers in the Roanoke Valley industries; (11) the development of a career resource employment counseling and placement center; (12) career in life-goal planning; and (13) in-service training film ideas. A bibliography lists the audiovisual and reading materials in career education available at the Patrick Henry High School and at the Roanoke City Public Schools' Media Center. (CT)

ED 166 400 CE 019 378

Bice, Garry R., Comp.
Vocational Education and Career Education: The Uncertain Connection.
American Vocational Association, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 77
Grant-G007604332
Note-339p.; For related documents see ED 132 284 and ED 138 786
Pub Type- Reports - Descriptive (141) - Reports - General (140) - Books (010)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-*Articulation (Program), *Career Education, *Comparative Analysis, Curriculum, Educational Attitudes, Educational Needs, *Educational Philosophy, Educational Policy, Educational Problems, Educational Programs, National Organizations, National Surveys, Policy Formation, Professional Associations, Program Administration, Program Coordination, Program Development, Research Projects, State Programs, *Vocational Education
Identifiers-American Vocational Association, Education Amendments 1974

This report summarizes a project undertaken to differentiate between career education and vocational education, to end confusion among educators, legislators, and the public about similarities and differences of the two, and to examine the various points of potential linkage between them. Part 1 enumerates the needs that this project tried to meet, its overall goals and specific objectives, and the procedures that the project staff and its advisory committee followed. Part 2 focuses on the efforts of the American Vocational Association (AVA) to clarify the scope and concept of career education by creating a task force and yearbook and including journal articles and convention speakers on career education. Also included in this part is a summary of the papers solicited from state associations and sub-groups within AVA, and a copy of the paper "Articulation of Career and Vocational Education: The Role of Professional Organizations," by Alberta Hill and Jerry Keiser. Part 3 consists of five papers dealing with the relationship of the two educational areas by Charles J. Law, Jr., Samuel Osipow, Grant Venn, Robert Lathrop, and Robert E. Taylor. Part 4, which synthesizes the literature, the papers submitted by commissioned authors, and the position papers from major interest groups, defines career education and its relation to vocational education in the areas of scope, clientele, persons involved, administrative responsibilities, and curriculum. (ELG)

ED 166 401 CE 019 386

California Association of Work Experience Educators. Career Intern Program. 1976-77 End of Year Report.

Chaffey Union High School District, Ontario, Calif.; Charter Oak Unified School District, Calif.; Huntington Beach Union High School District, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-19 Jul 77

Grant-G007604410

Note-71p.; Not available in hard copy due to reproducibility problems. For related documents see ED 114 586 and ED 120 411

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Basic Skills, Career Development, *Career Education, Data Analysis, Educational Objectives, *Experiential Learning, Federal Aid, *Internship Programs, Secondary Education, *Work Experience Programs

Identifiers-California (Los Angeles), California Association Work Experience Educators, *Career Intern Program, Education Amendments 1974

The California Association of Work Experience Educators (CAWEE) Career Intern Program, funded by a federal grant, sought to demonstrate that experience-based career education was a viable and needed alternative to existing learning experiences. Selecting three schools from three districts in the greater Los Angeles area, the program maintained a long-term enrollment of seventy-eight high school students during the course of the 1976-77 year. Specific persons at each school were designated to manage and coordinate program activities. There were periodic meetings of project, school, and/or district representatives. The program established six process- and three student-outcome objectives. (The student-outcome objectives focused on the areas of career development, basic skills, and academic knowledge and skills.) These nine objectives were further defined by a total of twenty-eight criteria. A summative approach was selected as the most feasible method to ascertain program effects and an evaluator was chosen to collect, analyze, and report data. In general, all nine objectives were met. In terms of the twenty-eight criteria specified, twenty-five were met (twelve exceeded) and three were substantially met. Response to the program by students, project staff, non-participating teachers, parents and employer/community resources was consistently and highly favorable. (Data tables, evaluation instruments, and recording forms are included.) (Author/CT)

ED 166 402 CE 019 416

Luft, Roger L. Jamieson, Virginia J.

University Staff Development in Career Education. A Report of the Project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators.

Interinstitutional Consortium for Career Education, Salem, Oreg.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-76

Grant-G007502395

Note-110p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 417, CE 019 260-261, CE 019 264, CE 019 267, ED 145 975, ED 151 514, ED 157 988, ED 114 586, and ED 120 411

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Education, *Career Education, *College Faculty, Consortia, Counselor Training, *Faculty Development, Fused Curriculum, Higher Education, Program Development, Program Evaluation, *Program Planning, *School Cadres, Teacher Certification, Teacher Education, Teacher Workshops

Identifiers-Education Amendments 1974, *Interinstitutional Consortium Career Education OR, Oregon

Career Education staff development activities were conducted by Oregon's Interinstitutional Consortium for Career Education in three phases: (1) staff development for college and university faculties (reported here); (2) program development for teacher, counselor, and administrator preparation; and (3) teacher certification and training program accreditation. (CE 019 417 reports on activities conducted in all three phases during the project's second year of operation; CE 019 260 provides a final report of the third year of operation.) A cadre approach was used to accomplish the first phase. Cadre members were selected at fourteen of the consortium institutions and were prepared through a series of three statewide development workshops. Each cadre then assumed the responsibility for planning activities which would prepare other faculty members for infusing career education into personnel preparation programs on their campus. Institutional staff development activities were encouraged and aided by an "award" provided to each institution that submitted a short-range plan for staff development. (Long-range plans for the infusion of career education into educational preparation programs, phase 2, are included.) Responses to the workshops indicated (1) that most participants gained a better understanding of the topics covered; (2) that participants expressed intentions to implement methods or materials introduced in the workshop within the next year; and (3) that participants felt generally involved in the workshop activities. (Among appended items are the third-party evaluation, evaluation instruments, and guidelines for long-range plans.) (BM)

ED 166 403 CE 019 417

Luft, Roger L. And Others

A Report of the Project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators. Final Performance Report.

Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 76
Grant-G007502395
Note-64p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 416, CE 019 260-261, CE 019 264, CE 019 267, ED 145 975, ED 151 514, ED 157 988, ED 114 586, and ED 120 411
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Education, *Career Education, College Faculty, Consortia, *Counselor Training, Faculty Development, *Fused Curriculum, Higher Education, Program Administration, Program Development, Program Evaluation, Program Planning, Teacher Certification, *Teacher Education, Teaching Skills
Identifiers-Education Amendments 1974, *Interinstitutional Consortium Career Education OR, Oregon

Career education staff development activities were conducted by Oregon's Interinstitutional Consortium for Career Education in three phases: (1) staff development for college and university faculties (also reported separately in CE 019 417); (2) program development for teacher, counselor, and administrator preparation; and (3) teacher certification and training program accreditation. (This document reports on activities conducted in all three phases during the project's second year of operation; CE 019 260 provides a final report of the project's third year of operation.) Project management, staff development, program implementation, and teacher certification/program accreditation were examined by three types of evaluation activities: self-evaluation, user evaluation, and third-party evaluation. Selected evaluation findings include the following: (1) positive changes in perceptions toward career education were minimal among college/university students but dramatic among college/university staff; (2) project need was well documented and activities were in line with identified needs; (3) the project assisted higher education and related agencies to interact by providing focus and task orientation; (4) project functions constituted a system of facilitating career education personnel development; (5) project slippage points were identified and adjusted; and (6) information flow was primarily from project central office staff to individual campuses, with little flow among campuses. Recommendations were made to improve further project efforts. (Related materials are appended, including a list of career education competencies for teachers, guidelines for preparatory program accreditation, and abstracts of several project reports.) (BM)

ED 166 404 CE 019 422

Career Education. The Comprehensive Curriculum. Final Report.
Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007502304
Note-79p.; For related documents see ED 114 586 and ED 120 411
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Career Education, *Counseling Programs, *Curriculum Development, Daily Living Skills, Educational Interest, Elementary Secondary Education, *Fused Curriculum, Occupational Aspiration, School Attitudes, School Community Relationship, Staff Improvement, *Student Attitudes, Surveys
Identifiers-Education Amendments 1974, Washington

The development and implementation of a comprehensive career education curriculum was the major purpose of a project conducted in the Cashmere and Peshastin-Dryden School Districts (Washington), K-12. The objectives of the project were divided into the following eight work areas: curriculum development; curriculum installation; advisor/advisee program installation; survival skills implementation; coordination of school and community resources; documentation and evaluation; dissemination; and project management. Due to lack of funding, alterations had to be made, but plans for the continued development of a comprehensive career education curriculum were made within the confines of limited local resources. Baseline data and evaluation techniques were accomplished during the first year by a third-party evaluation team. The evaluators interviewed teachers involved in the project activities, project staff, students, and administrators. Overall, responses were supportive of the activities and favorable. An instrument was utilized to assess school characteristics as perceived by students. Selected classes in both districts were given a questionnaire to survey occupational and educational aspirations and expectations of students. The purpose of these instruments was to collect descriptive data for program planning. A semantic differential survey was administered to a small sample of students to assess specific as well as general attitudes. The data were tabulated with hopes that a revised instrument could be used in subsequent school evaluation. (BM)

ED 166 405 CE 019 425

Tarantine, James A.

Career Development Program, K-10. Mansfield City Schools. Final Report.

Mansfield School District, Ohio.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date-78

Contract-CD-18-78

Note-56p.; For related documents see ED 151 590 and CE 019 251

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, *Career Exploration, *Changing Attitudes, Community Involvement, Curriculum Development, Elementary Secondary Education, Inservice Teacher Education, *Program Development, *Program Effectiveness

Identifiers-Mansfield City Schools OH, Ohio

Teachers in Ohio's Mansfield City Schools, K-10, participated in a project designed to include career development as a regular part of the instructional program. First, career education coordinators provided inservice sessions to enable school personnel to incorporate career development within the curriculum. The career development program also maintained and expanded school involvement in the community. The program was developed around three components: career motivation (K-6); career orientation (grades 7-8); and career exploration (grades 9-10). Standardized instruments were administered in grades nine and ten to help students understand their aptitudes and interests in relation to career possibilities. These students were also given an opportunity to explore at least three careers in the field on a one-to-one basis. To evaluate the project, career development tests were administered in grades 3, 6, 8, and 10 on a pre- and posttest basis. The data substantiated that most of the objectives were achieved; however, insignificant changes were found, especially at the eighth- and tenth-grade levels, for attitude changes toward oneself, others, and the world of work. The evaluation process revealed that not all students in the exploration component had experienced three career explorations by the end of their sophomore year. Evaluation also disclosed that some teachers, especially at the tenth-grade level, were not infusing career-related activities within their classrooms; however, most teachers conducted some career activities within their classrooms throughout the school year. (Author/BM)

ED 166 406 CE 019 466

Lesch, Gerald E.

Field Study: A Welding Survey of the Blackhawk Technical Institute Industries (Up-dating the Welding Curriculum).

Blackhawk Technical Inst., Janesville, Wis.

Pub Date-9 Mar 75

Note-166p.; Not available in hard copy due to reproducibility problems

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Curriculum Development, Curriculum Research, Educational Needs, Employment Opportunities, Employment Trends, Industrial Technology, *Job Skills, Junior Colleges, Purchasing, Research Needs, *School Industry Relationship, Task Analysis, Technical Institutes, *Trade and Industrial Education, *Welding

Identifiers-*Wisconsin (Green County), *Wisconsin (Rock County)

In 1972, the welding department personnel at Blackhawk Technical Institute in Wisconsin undertook the project of updating the curriculum of their one year welding degree program. A study was conducted of local welding industries to determine hiring policies, the tools and equipment a beginning welder should purchase, the types of welding processes used, and professional ratings of skills required of novice welders. Sixty-nine out of the ninety-one companies known to do welding in the Blackhawk Technical Institute District were asked to participate in the study, and forty-three of these were eventually interviewed. Based on their responses, it was concluded that (1) most companies are willing to aid schools seeking their advice on curriculum revision, (2) modern (semi-and/or fully-automatic) welding processes must be introduced into businesses because of the lack of skilled welders, and (3) industry is willing to hire trained graduates of welding programs. Also, it was recommended that similar studies be conducted every three to five years to update the curriculum. (The appendixes give the following information: names and addresses of companies asked to participate and interviewed, samples of letters and forms used in the survey, and a copy of the survey instrument.) (ELG)

ED 166 407 CE 019 496

Expanding and Updating the Knowledge and Skills in Clothing-Related Services of Home Economics Trained Persons by Means of Inservice Training Utilizing Community Resources. Final Report.

Pittsburgh Univ., Pa. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date-30 Jun 78

Note-106p.; Not available in hard copy due to light and broken type throughout the original document

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Clothing Instruction, Disadvantaged Youth, *Employment Opportunities, Equipment Maintenance, *Equipment Utilization, Handicapped Students, History, Home Economics Education, Industrial Training, *Inservice Teacher Education, Job Analysis, Job Skills, *Occupational Home Economics, Occupational Surveys, Postsecondary Education, *Program Development, Program Evaluation, Safety Education, Secondary Education, *Sewing Instruction, Sewing Machine Operators, Student Needs, Teacher Evaluation, Teacher Workshops, Textiles Instruction, Vocational Education

The project was designed to acquaint home economics teachers with the textile and power sewing industry's history, job possibilities, and student (including disadvantaged and handicapped) needs and interests. Teachers were taught industrial machine operation, basic maintenance, and safety tips. Four objectives related to gainful clothing services programs were formulated and attained: (1) to provide hands-on training in equipment use and care, (2) to improve home economics personnel the knowledge needed to initiate and conduct programs, (3) to provide guidelines for using teaching methods, materials, and resources, and (4) to provide guidelines for accommodating disadvantaged and handicapped student program needs. To accomplish the goals, inservice hands-on clothing services workshops were planned and conducted for forty home economics teachers. Teaching materials were developed or procured by the project director and instructor. Instruction included job survey and analysis techniques. Classroom discussion covered twelve topics, including the history of power sewing and job possibilities. Teachers were involved in individual hands-on projects and three field trips to expose them to career opportunities in the sewing industry. (Appendixes contain a list of machines operated, teacher's pre-test, competency evaluation sheet, evaluation summary, projects completed, sites visited, bibliography, specific analysis of operation, and a power sewing course outline.) (CSS)

ED 166 408 CE 019 498

Wasik, J. L.

The Use of Mathematical Models of Student Flow in Educational Planning: A Review and Critique. DASP Planning Paper No. 3.

North Carolina State Univ., Raleigh. Dynamic Analysis and Strategic Planning Program.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-75

Contract-NE-C-00-3-0069

Note-58p.; For related documents see ED 133 479 and CE 019 499

Pub Type- Information Analysis (070) - Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Decision Making, *Educational Planning, *Enrollment Projections, *Mathematical Models, School Demography, Systems Approach

Designed for educational planners and decision makers, this report describes the application of mathematical procedures to depict the relationship of elements within models which represent the flow of students through an educational system. The introductory section includes a discussion of the history of the use of planning models in education and the steps in model development (variable identification, identification of variable interconnections, and operationalization and verification of the model). The next section reviews classification schemes for mathematical models of educational processes and presents a classification scheme developed for this report. Following this, examples of several classes of mathematical models of student flow are presented: extrapolation models; regression methods (simple first-order, polynomial, and multiple linear regression); and simultaneous equation models (non-optimizing models including the Markov Chain and optimizing models). Finally, the present utility of available mathematical models is discussed from the viewpoint of what effects these models have had on actual educational policy decision making. (Two related documents are also available in ERIC: Demography and Educational Planning CE 019 499 and State and Local Responsibilities for Planning Occupational Education ED 133 479 .) (JH)

ED 168 409 CE 019 499

Dane, J. K. Mangold, William

Demography and Educational Planning: A Review and Synthesis. DASP Planning Paper No. 4.

North Carolina State Univ., Raleigh. Dynamic Analysis and Strategic Planning Program.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-75

Contract-NE-C-00-3-0069

Note-55p.; For related documents see CE 019 498 and ED 133 479

Pub Type- Information Analysis (070) - Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Birth Rate, Cohort Analysis, Death, Decision Making, *Demography, *Educational Planning, Enrollment Projections, Mathematical Formulas, Migration, Population Growth, Population Trends, School Demography

Designed for educational planners and decision makers, this report reviews the principles and methods of demography. The first section discusses demographic rates and measures, including a basic demographic equation, crude rates, cohort measures, parity progression ratio, and life tables. The next three sections examine three demographic factors relating to educational planning. They are as follow: mortality; fertility (United States fertility in historical perspective, birth expectations, and differentials); and migration (biological and social characteristics of migrants, geographic patterns in migration, and urbanization and metropolization). The final section discusses general methods of population projections: extrapolation, ratio method, cohort-component method, and modeling. (Two related documents are available in ERIC: The Use of Mathematical Models of Student Flow in Educational Planning CE 019 498 and State and Local Responsibilities for Planning Occupational Education ED 133 479 .) (JH)

ED 166 410 CE 019 515

Ott, Mary Diederich

The Identification of Factors Associated with Sex-Role Stereotyping in Occupational Education. (Phase I) Final Report.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Office of Special Programs in Occupational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-81p.; Not available in hard copy due to light and broken type in the original document

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Discriminatory Attitudes (Social), *Enrollment Influences, Enrollment Trends, *Occupational Choice, Parent Attitudes, Secondary Education, Sex Discrimination, *Sex Stereotypes, Student Attitudes, Surveys, *Vocational Education, Vocational Interests

Identifiers-New York

Factors associated with fostering and overcoming sex-role stereotyping in secondary level occupational education in New York State were identified during the first of a two-phase project. The first phase, a pilot study, focused on the program area of Trade, Industrial, and Service Education. (Phase II will involve an expanded analysis of factors related to sex-role stereotyping in occupational education in New York State. This phase is expected to include data from two levels of students 11th and 12th graders currently in selected programs and 10th graders who may or may not enroll in such programs in the future.) Students and parents at four schools were surveyed, and, following the survey, students in the designated program areas were interviewed in small groups. The results indicated that students in fields that are traditional for their sex (1) usually had enrolled in their first choice of program, and had not preferred a non-traditional program; (2) rated themselves, their parents, and their guidance counselors as more important than their friends in the choice of an occupational program; and (3) were largely unaware of their parents' attitudes toward their studying a wide choice of fields. Although parents' attitudes paralleled the stereotyped course enrollments to some extent, a larger percentage of the parents indicated potential support for boys and girls in non-traditional fields than the percentage of such students in these fields. (Seventeen tables are attached.) (EM)

ED 166 411 CE 019 541

A Report on Research on the Effectiveness of Competency Based Vocational Education in Kentucky.

Kentucky Research Coordinating Unit, Lexington.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 78
Note-116p.; Parts may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Delivery Systems, Educational Improvement, Educational Objectives, Evaluation Methods, Failure Factors, Learning Modules, Measurement Instruments, Models, *Performance Based Education, *Program Development, *Program Effectiveness, Program Validation, Research, Research Design, *Research Methodology, Research Needs, Secondary Education, Statistical Analysis, Statistical Data, Student Attitudes, Success Factors, Surveys, *Vocational Education
Identifiers-*Kentucky

Intended for use by educators and the public, this report interprets the findings of two research studies on competency-based vocational education (CBVE) in Kentucky secondary schools: The Development of an Instrument to Measure Student Attitudes toward Competency-Based Individualized Instructional Modules,'' by John C. Thomas, and CBVE: A Study to Measure Its Effectiveness in Kentucky,'' by the Bureau of Vocational Teacher Education at Western Kentucky University. First, the history and background of Kentucky CBVE are given, including a rationale for its implementation, a description of the model delivery system currently being developed to provide CBVE statewide, lists of general goals and specific objectives for 1976-78, and a summary of progress since 1976. The next section describes the two research studies, and makes recommendations for future research based on their conclusion that CBVE enables students to learn more, learn faster, and perform skills at a higher level. A more detailed analysis of the studies' data is given in subsequent sections, delineating sample populations, statistical validity, and types of survey questions. The last section deals with the instructional modules that are being developed to serve as a delivery system for CBVE in nine occupational areas (bank teller, secretary, tractor mechanics, food preparation, cashier-checker, auto body, child care, machine shop, and carpentry). (ELG)

ED 166 412 CE 019 560

Federal Railroad Administration Training Conference. Labor/Management/Public Agency Cooperation for Railroad Employee Training. Conference Proceedings.

Stewart (D.A.) & Associates, Moorestown, N.J.
Spons Agency-Department of Transportation, Washington, D.C.
Report No.-FRA-OPPD-78-22
Pub Date-Nov 78
Contract-PR-5355
Note-349p.; Not available in hard copy due to small print ; Conference sponsored by the Federal Railroad Administration (St. Louis, Missouri, January 31-February 2, 1978)
Pub Type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Abstracts, Apprenticeships, Community Agencies (Public), Conference Reports, Directories, *Educational Needs, *Educational Opportunities, Educational Programs, *Employment Opportunities, *Federal Aid, Federal Programs, Industrial Relations, Job Development, *Job Training, Labor Unions, Management, Opinions, Postsecondary Education, Program Coordination, *Rail Transportation, Retraining, Seamen, Technological Advancement, Vocational Education
Identifiers-Comprehensive Employment Training Act, Job Corps

The proceedings are taken from a conference designed to encourage and develop dialogue between government planners and railroad industry leaders on public support for railroad training. The conference agenda, opening remarks, keynote address, and speeches on management and labor perspectives introduce the report. The conference proceedings are presented in the first of three parts; they contain fact sheets on seven subjects and panel discussions on six subjects: (1) the roles of vocational education, (2) Comprehensive Employment and Training Act (CETA) Office of National Programs, (3) proposed Altoona rail training center, (4) CETA/local prime sponsors, (5) the Job Corp Programs, and (6) coordination of federal programs. A luncheon address entitled Training Innovations in the Maritime Industry'' is also included. Section 2 presents abstracts from the Federal Domestic Assistance Catalogue. The abstracts represent possible sources of federal support for education and employment training needs. The format includes a description of how each organization operates, the individual program goals, funding practices, and a brief synopsis of procedures for obtaining program support. Section 3 provides a directory of state directors of vocational education, a directory of CETA prime sponsors, and a directory of conference registrants. (CSS)

ED 166 413 CE 019 567

Lee, Jane A.

The New Nurse in Industry. A Guide for the Newly Employed Occupational Health Nurse.

National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio. Div. of Technical Services.

Report No.-DHEW-NIOSH-78-143

Pub Date-Jan 78

Note-120p.; Parts of appendix marginally legible due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Certification, Employment Qualifications, Federal Legislation, *Health Programs, Health Services, *Industrial Personnel, Industrial Structure, *Nurses, *Nursing, Primary Health Care, Program Guides, Program Planning

Identifiers-Occupational Safety and Health Act 1970, United States

These guidelines for professional nurses and employers in industrial settings present basic and fundamental nursing principles, duties, and responsibilities in the practice of occupational health. The content is presented in four chapters. The first briefly introduces occupational health. Chapter 2 on occupational health nursing service covers several topics, including the following: employment qualifications; employment policies; the health unit design and facility; the occupational health program and team; and program activities and services. These program activities are in the areas of medical monitoring and physical examination, absenteeism and disaster control, hearing and vision, health and safety education, rehabilitation, use of community resources, and the expanded role of the nurse. Chapter 3 describes the work setting, including a history of occupational health, the American Labor Movement, the corporate structure, and the plant profile. The last chapter focuses on current health and safety legislation which influences the health and safety of the American labor force, such as Workers' Compensation, the Social Security Act, and the Occupational Safety and Health Act. Suggested readings are included in each of the four chapters. Sources for health and safety education, sources for consultation and assistance, a statement for certification of occupational health nurses, and sample forms are appended. (EM)

ED 166 414 CE 019 581

Cogan, John F. Berger, Franklin

Family Formation, Labor Market Experience, and the Wages of Married Women.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.-Rand-R-2310-NICHD

Pub Date-May 78

Contract-NO1-HD-52837

Note-63p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Birth Rate, *Child Rearing, Employment, Employment Patterns, Employment Statistics, Family Characteristics, Females, *Wages, *Work Experience, *Working Women, Work Life Expectancy

Identifiers-Michigan, Michigan Panel Study of Income Dynamics

The impact of the timing, spacing, and number of children on a married woman's wage growth over her life cycle was examined. The data used for the analysis were information pertaining to the labor market experience of women and the birth dates of their children, taken from the 1976 survey of the Michigan Panel Study of Income Dynamics (IDP). There were four principal findings. First, the number of children a woman rears has an important deterrent effect on her accumulated work experience. A woman who has one child will average about 2.5 years less work experience over her lifetime than a woman with no children. A second child results in an additional two years withdrawn from the labor market. Second, larger birth intervals (holding constant the number and timing of children) are associated with larger reductions in lifetime work effort. The magnitude of this effect appears to increase with the number of children. Third, the timing of the first birth (the age at which a woman has her first child) does not appreciably affect lifetime labor market experience. Fourth, child rearing, through its effect on accumulated work experience, has a substantial effect on wage rates. (EM)

Annotated Bibliography for Personal Finance.

Georgia State Univ., Atlanta, Consumer Economic Education.
Spons Agency-Georgia Council on Economic Education, Atlanta.; Georgia State Dept. of Education, Atlanta.; Georgia State Univ., Atlanta. Center for Business and Economic Education.
Pub Date-1 Jan 78
Note-61p.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Audiovisual Aids, Budgeting, *Consumer Economics, Consumer Education, Games, *Money Management, Postsecondary Education, Programed Materials, Purchasing, Secondary Education, Textbooks

This annotated bibliography was developed to provide high school and college teachers in consumer economics a reference to teaching materials and aids on personal finance. The content is presented in five sections, as follow: (1) reference materials for teachers (includes eighteen entries of general reference materials; thirteen college and high school student texts; and three magazines, newspapers, and consumer guides); (2) printed materials for students (includes fifty-five entries); (3) visual aids (includes forty-six entries of films, forty-one filmstrips, three slide/tape series, and two posters and work charts); (4) games and simulations (includes twenty-two entries); and (5) evaluation measures and programmed instruction (includes eight entries). The entries, arranged alphabetically in each section by author or title, include some or all of the following: author, title, publisher, publication date, cost, grade level, source, length, and annotation. (EM)

ED 166 416 CE 019 590

Tittle, Carol Kehr, Ed. Zytowski, Donald G., Ed.
Sex-Fair Interest Measurement: Research and Implications.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Contract-400-76-0026
Note-169p.; The abstracts, bibliographies, and some tables for each article may not reproduce well due to small print
Pub Type- Collected Works - General (020) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$8.00 Plus Postage.
Descriptors-Educational Research, *Interest Tests, Legal Responsibility, Measurement Instruments, *Sex Discrimination, *Sex Fairness, State of the Art Reviews, *Test Bias, Test Construction, Testing Problems, Test Interpretation, Test Validity, *Vocational Interests
Identifiers-Career Interest Inventories, United States

This book of readings for counselors, researchers, faculty, graduate students, and policy-makers provides information regarding issues on sex fairness and sex bias in occupational interest measurement. The papers are presented in three sections, with each section prefaced by introductory comments by the editors. The first section, an introduction, contains two papers, Issues of Sex Bias and Sex-Fairness in Career Interest Measurement: Background and Current Status. The next section, on research on sex-fairness of interest inventories, presents studies grouped according to the type of scale construction method used: (1) homogenous scales, (2) occupational scales, and (3) interests of special groups. Some representative titles included under each of these three groupings are, respectively, as follow: (1) Neutralizing Sexist Titles in Holland's Self Directed Search: What Difference Does It Make?, and Validity of Sex Balanced Interest Scales; (2) Strong Vocational Interest Blank: One Form or Two?, and Validity Generalization of the Men's Form of the Strong Vocational Interest Blank with Academically Able Women; and (3) Of Measuring the Vocational Interests of Women. The last section, on implications of recent developments, contains two papers: Implications of Recent Developments for Research in Career Interest Measurement, and Selection and Use of Career Interest Inventories. Appended materials include NIE guidelines for assessing sex bias and fairness in career interest inventories, and illustration and interpretation of those guidelines. (EM)

ED 166 417 CE 019 601

Gold, Gerard G.

Towards Work-Education Collaboration: Revitalizing an American Tradition.

National Manpower Inst., Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 79

Note-16p.

Pub Type- Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Citizen Participation, Community Action, Community Cooperation, *Community Involvement, *Community Programs, Fundamental Concepts, Needs Assessment, Objectives, Policy Formation, Rural Youth, School Community Cooperation, Success Factors, *Youth Employment, *Youth Programs

Identifiers-*School to Work Transition, *Work Education Councils

Community work-education councils are supplying grass roots'' citizen involvement in policymaking on transitional services for youth moving from school to work. Since 1977, almost 1,000 people in thirty-three communities have participated in local work-education councils affiliated with the national Work-Education Consortium. On the average, the councils consist of twenty-three members representing community leaders and program directors. The success of such collaborative efforts depends on the presence of the following fundamentals: leadership, representation, responsibility, understanding, resources, and independence to assess their own needs, priorities, ability to initiate actions, and proper timing for changes. Unlike the needs and priorities of federal and state programs which are mandated, those of local councils are selected to suit their specific situations, and vary from emphasis on data collection (to aid in developing local awareness and understanding of youth transition issues) to the provision of accurate and up-to-date career information for youth. Eight of the thirty-three councils represent rural areas and, with the assistance of the National Manpower Institute, have formulated a charter of ten major propositions to improve rural youth transition. As communities, in general, build on this charter and the other fundamentals of collaboration, they will achieve greater influence in shaping education-and-work policy for youth transition. (ELG)

Bhaerman, Robert D., Comp.

Career and Vocational Development of Handicapped Learners: An Annotated Bibliography. Information Series No. 134.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-76-0122

Note-96p.; For related documents see CE 019 619-627

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Career Development, *Career Education, Curriculum Guides, Educational Equipment, Educational Facilities, Educational Trends, Employment Opportunities, Evaluation, *Faculty Development, *Handicapped, Learning Activities, Mainstreaming, Occupational Guidance, Resource Materials, Staff Improvement, Vocational Counseling

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (9); programs and projects (35); curriculum guides, activities, and resources (44); mainstreaming (10); personnel development (28); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED (ERIC document) number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry. (BM)

Brolin, Donn E. Kolstoe, Oliver P.

The Career and Vocational Development of Handicapped Learners. Information Series No. 135.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-76-0122

Note-80p.; For related documents see CE 019 619-627 ; Best copy available

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

Pub Type- Information Analysis (070) - Collected Works - Serials (022)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Career Education, Career Exploration, Career Planning, Citizen Role, Counseling, *Curriculum Development, Curriculum Evaluation, Educational Change, *Educational Needs, Educational Objectives, Educational Philosophy, Educational Trends, Family Role, *Handicapped, Hobbies, *Life Style, *Program Effectiveness, Program Improvement, Recreational Activities, Teaching Methods, Vocational Education

The state of the art of career education for handicapped persons was reviewed beginning with the events and developments which have aided in the growth of career education for the handicapped since 1971. Specific career education needs of the handicapped were identified, and the concept of career education was clarified. The study examined relevant research on the roles of occupation, citizen, family, and avocation associated with persons who are deaf, hard-of-hearing, blind, partially sighted, crippled, health impaired, mentally retarded, emotionally disturbed, learning disabled, or multi-handicapped. Research conducted to evaluate the effectiveness of various curricular approaches in this field was also studied. Finally, research in the areas of teaching counseling methods and career assessment, exploration, and preparation for the handicapped was reviewed. The research indicated that only now are school systems beginning to retool and initiate a comprehensive array of services: infusion of total school resources, community participation, and family involvement. Based on past research and reviews of research in progress, ten generalizations were drawn. Three are as follow: (1) the majority of handicapped students who leave school are in danger of becoming either unemployed or underemployed in later life; (2) currently there is considerable curricula variability in scope and sequence for career education program implementation, but more definitive guidelines and procedures are necessary upon which to build curricula; and (3) parents appear to have a significant influence on the handicapped person's career development. (BM)

ED 166 420 CE 019 625

Kazanas, H. C.

Affective Work Competencies for Vocational Education. Information Series No. 138.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-76-0122

Note-94p.; For related documents see CE 019 619-627 ; Parts may not reproduce clearly

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.25)

Pub Type- Information Analysis (070) - Collected Works - Serials (022)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Affective Behavior, Behavior Patterns, Behavior Rating Scales, Behavior Theories, *Employment Qualifications, Evaluation Methods, Group Behavior, *Industry, *Job Skills, *Measurement Techniques, Needs Assessment, School Industry Relationship, Skill Analysis, Skill Development, Synthesis, Test Bias, Values, *Vocational Education, Work Attitudes

Recognizing the importance of a curriculum that facilitates the acquisition of desirable, affective work competencies (work attitudes, values, and habits) as well as specific job skills, a study was conducted to review and synthesize what is known about the social and psychological aspects of work and to identify specific affective work competencies that are desirable and common for vocational education programs. The literature review focused on the historical and theoretical perspectives which relate to understanding the behavior of individuals and groups; it also examined the empirical data related to affective work competencies identified by employers, educators, and experienced employees. Based on the combined investigations conducted by industry and education, a variety of affective work competencies was identified. A synthesis of forty-two affective work competencies identified by industry with the fifty-four identified by educators provided a total of sixty-three unique, identifiable affective work competencies. However, the study concluded that there is a lack of continuity between educational institutions and employing organizations; consequently, some of the affective work competencies identified by educators have been inconsistent with what industry wanted or needed. Moreover, the inability of researchers to identify and objectively measure affective competencies was found in both industry and education, indicating a need for the development of reliable, valid, and objective measuring instruments. Recommendations and guidelines for an affective work competencies inventory are provided. (BM)

ED 166 421 CE 019 632

Vetter, Louise Ransom, Robert M.

An Analysis of Documents from State Departments of Education Relating to Comprehensive Career Guidance Programs and of FY 1974 and 1975 Part C Project Documents Relating to Guidance. Research and Development Series No. 133.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Contract-300-75-0363

Note-75p.

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Demonstration Programs, Federal Programs, *Guidance Programs, Information Networks, *Occupational Guidance, Program Administration, *Program Content, Program Coordination, Program Development, *Program Evaluation, *Program Improvement, Program Planning, Research Utilization, Staff Improvement, State Programs, Technical Assistance

Identifiers-*Comprehensive Career Guidance Programs, *Vocational Education Act 1963 Section 131 Part C

Fifty states and Washington, D.C., were invited to submit documents for an analysis relating to comprehensive career guidance programs (CCGP). These documents were prepared by state departments of education and directors of FY 1974 and 1975 projects funded through the Vocational Education Research Program under Section 131 of Part C of the Vocational Education Act of 1963. Criteria for the components of a CCGP were established with the aid of a consultant panel. Findings from the analysis included the following: (1) none of the documents contained all the CCGP components, but all the components were represented in the documents collectively; (2) the components of Evaluation'' and Goals and Objectives'' appeared most often in all documents; (3) the components of Research Provisions'' and Information or Communications Networks'' appeared least often in state documents; (4) the components of Program Planning and Program Management'' and Information and Communications Networks'' appeared least often in Part C documents; and (5) Part C documents mentioned culturally diverse and special groups more often than state documents, though the percentage was still very low. The analysis led to eight major conclusions and ten recommendations for the improvement and strengthening of career guidance around the following needs: information exchange; sustained technical assistance; program development, demonstration, and research; guidance personnel development; and the possibilities for facilitating cooperation and coordination among the different administrative units involved in CCGP. (BM)

ED 166 422 CE 019 640

An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.

Spons Agency-District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Contract-0589-AA-NS-0-7-6A

Note-117p.

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Academic Education, Basic Skills, *Career Development, *Career Education, Experiential Learning, *Individualized Programs, Program Development, Program Effectiveness, *Program Evaluation, Resource Centers, Secondary Education, Sex Fairness

Identifiers-District of Columbia, *Experience Based Career Education, Far West Laboratory Model

A third-party evaluation of the District of Columbia Experience Based Career Education Program (D.C. EBCE) was conducted in 1978. The program involved tenth- and eleventh-grade students in an individualized program of study that included academic instruction and career development opportunities. Using the Context, Input, Process, and Product (CIPP) design, the evaluation determined the program's success in meeting its goals, which included gaining support of administration and parents; implementation, in terms of management, staff, and effectiveness of the resource site; academic quality; career development; and sex equity. Evaluation instruments included the Everyday Skills Test (reading and mathematics), the Career Maturity Inventory, and the Tennessee Self Concept Scale. These were administered on a pretest-posttest basis along with a writing skill test. Interviews and questionnaires were administered to advisory council members, staff, administrators, parents, and students. Additional information was obtained from records, documents, and observations. The conclusions drawn from these findings were as follow: (1) D.C. EBCE is reaching its goals and is supported by school administration, the community, and parents; (2) more development of resource sites is recommended for future years; (3) the D.C. EBCE's academic program is sound; (4) much progress has occurred in the area of career development; and (5) the Far West Laboratory model adapts well in the Washington, D.C., environment. (Data tables and sample questionnaires are included.) (CT)

ED 166 423 CE 019 692

Moore, Earl J. Miller, Thomas B.
Comprehensive Career Guidance. Postsecondary & Adult. Programs and Model.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-182p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 693-699
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Adult Education Programs, *Adults, Agencies, Articulation (Program), Business, *Career Development, Conceptual Schemes, *Continuous Learning, Corrective Institutions, Educational Methods, *Guidance Programs, Guidance Services, Industry, Models, Needs Assessment, Postsecondary Education, *Program Design, Surveys, Systems Approach, Vocational Counseling
Identifiers-*Georgia Comprehensive Career Guidance Project

Divided into four parts, this document describes a comprehensive career guidance model for postsecondary and adult programs. In part 1, the rationale for extending career guidance and counseling into the lifelong learning perspective is explained, the Georgia Life Career Development Model is described, and the components of a process model for comprehensive career guidance are presented. Part 2 reviews adult career guidance programs in the following settings: adult correctional institutions; agencies; business and industry; and regional- and community-based brokerages. Part 3 reviews career guidance programs in postsecondary institutions. Finally, part 4 presents a comprehensive career guidance program model for adults based on the following propositions: (1) a life career development framework; (2) utilization of a process model; (3) program functions of personnel which can be identified and related to life career development objectives and process responsibilities; (4) postsecondary and adult linkage; (5) an action plan with a cybernetic-systems approach and (6) identification/development of processes and systems that are uniquely beneficial to adult populations. Needs assessment instruments and an inventory of program functions and factors are appended. Related documents (CE 019 693, CE 019 696, and CE 019 699) contain administration manuals for adult and postsecondary career guidance assessment instruments. (BM)

Moore, Earl J. Duthler, Timothy B.

Community Survey Instruments: Adult Education Program Survey; Inventory of Community Resources; Inventory of Staff Resources. Comprehensive Career Guidance Projects.

Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-24p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699
Pub Type- Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Guides, *Adult Education Programs, Adults, *Career Development, *Community Resources, *Community Surveys, Guidance Programs, Needs Assessment, *Personnel Needs, Program Development, Program Planning
Identifiers-Georgia Comprehensive Career Guidance Project

This manual describes three instruments that can be used to inventory elements related to adult education and career development: (1) the Adult Education Program Survey, which is designed to examine the concerns of adult learners in the community regarding their prospective participation in adult education; (2) the Inventory of Community Resources, which is directed toward identifying potential instructors and support personnel in the community; and (3) the Inventory of Staff Resources, which is designed to identify staff capabilities that can be used in a career guidance capacity. This manual explains how to administer each instrument and suggests ways to interpret the data obtained. The survey instruments are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); and guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

ED 166 425 CE 019 694

Moore, Earl J. Miller, Yvonne Cecil

Guidance Program Assessment. Elementary School. Comprehensive Career Guidance Projects.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Grant-G007500339

Note-23p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Guides, *Career Development, Classroom Environment, Counseling Programs, Elementary Education, *Guidance Programs, *Guidance Services, Needs Assessment, Participant Satisfaction, Program Development, *Program Evaluation, *Surveys

Identifiers-*Georgia Comprehensive Career Guidance Project

This manual explains how to administer the instrument, Guidance Program Assessment Elementary School, and suggests ways to interpret the data obtained. Four aspects of [illegible] comprehensive guidance program are examined through the use of this assessment instrument: advice areas, school helping processes, classroom environment, and group topics questionnaire. This manual contains interpretive information for both computer analysis and hand computation of the data. Hand computational aids and the survey instrument are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698) and adults (CE 019 699); guidance program assessment instruments for secondary schools (CE 019 695) and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 698). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

ED 166 426 CE 019 695

Miller, Yvonne Cecil And Others

Guidance Program Assessment. Secondary School. Comprehensive Career Guidance Projects.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Grant-G007500339

Note-16p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Guides, *Career Development, Counseling Programs, Counselor Evaluation, *Guidance Programs, *Guidance Services, Needs Assessment, Participant Satisfaction, Program Development, *Program Evaluation, Secondary Education, *Surveys, Teacher Evaluation

Identifiers-*Georgia Comprehensive Career Guidance Project

This manual explains how to administer the instrument, Guidance Program Assessment Secondary School, and suggests ways to interpret the data obtained. The assessment instrument is comprised of five sections that are directed toward areas of importance in implementing a guidance program: school helping processes, teacher feedback inventory, personal development short courses, personal problem solving, and counselor rating scale. This manual contains interpretive information for both computer analysis and hand computation of the data. Hand computational aids and the survey instrument are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694) and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

ED 166 427 CE 019 696

Moore, Earl J. And Others

Comprehensive Counseling & Personnel Services. Program Assessment: Postsecondary and Adult. Comprehensive Career Guidance Projects.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G007500339

Note-18p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Guides, Adult Education Programs, *Adults, *Career Development, Counseling Programs, *Guidance Programs, Guidance Services, Needs Assessment, Participant Satisfaction, Postsecondary Education, *Program Evaluation, *Surveys

Identifiers-*Georgia Comprehensive Career Guidance Project

This manual explains how to administer the following two instruments: (1) Comprehensive Counseling and Personnel Services Program Assessment: Postsecondary; and (2) Comprehensive Counseling and Personnel Services Program Assessment: Adult. These instruments are intended to assess the views of those learners who are participating in a current program (Postsecondary or Adult) and to determine how well the program is meeting the needs of the consumers it is serving. The items represent typical program services or suggest services that might be adopted or adapted. Directions for administration and suggestions for instrument interpretation are included. The two assessment instruments are appended. (See ERIC document CE 019 692 for a detailed description of a comprehensive career guidance model for postsecondary and adult programs; ED 160 850 describes the elementary and secondary career guidance model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694) and secondary schools (CE 019 695); and three community survey instruments (CE 019 693). (BM)

ED 166 428 CE 019 697

Moore, Earl J. Miller, Yvonne Cecil

Life Career Development Needs Survey. Elementary School. Comprehensive Career Guidance Projects.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Grant-G007500339

Note-19p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Guides, *Career Development, Counseling Programs, Elementary Education, *Guidance Programs, *Needs Assessment, *Student Needs, *Surveys

Identifiers-*Georgia Comprehensive Career Guidance Project

This manual explains how to administer the instrument, Life Career Development Needs Survey Elementary School (grades 4-6), and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for secondary students (CE 019 698) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)

ED 166 429 CE 019 698

Miller, Yvonne Cecil And Others
Life Career Development Needs Survey. Secondary School. Comprehensive Career Guidance Projects.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Grant-G007500339
Note-20p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699
Pub Type- Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Guides, *Career Development, Counseling Programs, *Guidance Programs, *Needs Assessment, Secondary Education, *Student Needs, *Surveys
Identifiers-*Georgia Comprehensive Career Guidance Project

This manual explains how to administer the instrument, Life Career Development Needs Survey Secondary School, and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)

Moore, Earl J. And Others
Life Career Development Needs Survey: Adult Young, Middle & Older. Comprehensive Career Guidance Projects.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007500339
Note-51p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-698
Pub Type- Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrator Guides, *Adults, *Career Development, Counseling Programs, *Guidance Programs, *Needs Assessment, Student Needs, *Surveys
Identifiers-*Georgia Comprehensive Career Guidance Project

This manual explains how to administer the Life Career Development Needs Survey(s) for adults and suggests ways to use the data obtained. Three separate needs surveys are included for the following segments of the adult population: young adult, middle adult, and older adult. The instruments are based on three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (See ERIC document CE 019 692 for a detailed description of the career guidance model for postsecondary and adult programs; ED 160 850 describes the elementary and secondary career guidance model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and secondary students (CE 019 698); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)

ED 166 431　　CE 019 704

Hull, Daniel M.

A Dissemination Model for New Technical Education Programs. Final Report.

Technical Education Research Center, Waco, Tex.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jan 78
Grant-G007500314
Note-186p.; A small pamphlet in appendix B will not reproduce well due to small, broken print, and appendixes F and G will not reproduce well due to thin and broken type
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Communication (Thought Transfer), Costs, Curriculum Evaluation, *Curriculum Guides, Demonstration Programs, *Educational Programs, Electrooptics, Employment Projections, Field Studies, Guidelines, *Information Dissemination, *Instructional Materials, Job Skills, Lasers, Methods, Models, Needs Assessment, *Program Planning, Responsibility, Surveys, Task Analysis, *Technical Education, Time

The Technical Education Research Center-SW has conceived, tested, and refined a model for disseminating newly developed programs and materials throughout the nation. The model performed successfully in the dissemination of more than 50,000 educational units (modules) of Laser/Electro-Optics Technician (LEOT) materials during a four-year period (1974 through 1977). The model assumes suitable materials and needs assessment data inputs from a materials development project. The materials are given visibility to educators and employers through no-cost/low-cost channels; target areas of high LEOT employment are identified; state and regional meetings are organized for representatives of interested institutions and employers; and organizations are selected (by consensus) for implementing new LEOT training or retraining programs. These materials users are assisted in program implementation and evaluation. (The appendices contain 1 the LEOT curriculum guide, 2 the LEOT instructional materials and program pamphlet, 3 the sample module from the LEOT curriculum, 4 mail-out materials from the LEOT announcement, 5 major activities of the dissemination project, 6 example correspondence, and 7 the LEOT modules/ways and means.) (Author/CSS)

ED 166 432 CE 019 705

Duffy, David E.

Project C.E.B.I. (Credit for Education in Business and Industry). Final Report.

Manchester Community Coll., Conn.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Oct 78

Grant-G007701989

Note-31p.; Not available in hard copy due to light and broken type in the original document

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Education, Adult Education Programs, *Aerospace Industry, *Apprenticeships, Associate Degrees, *Community Colleges, Continuous Learning, *Cooperative Programs, *Credit Courses, Data Processing, Educational Certificates, Educational Counseling, Higher Education, Inservice Education, *Insurance Companies, Postsecondary Education, Staff Improvement, Student Needs, Technical Education, Trade and Industrial Education, Training, Vocational Counseling

By providing relevant credit courses, this community college project has attempted to meet the needs of members of the business and industry community. The project had four objectives: (1) Manchester Community College (MCC) was to expand the existing cooperative training program for apprentices/graduate apprentices employed by Pratt and Whitney Aircraft Group (P&WA), (2) MCC was to identify other business/industry credit-worthy training programs to duplicate the P&WA model, (3) academic and career counseling were to be added to all programs, and (4) MCC was to identify unmet continuing education needs of participating businesses' employees and design courses to meet these needs. The Pratt and Whitney Cooperative Program has been expanded from six classes (145 enrollees) starting in fall, 1976, to sixteen classes (312 enrollees) in fall, 1978. Counseling has been provided for approximately 200 employees. Life Office Management Association courses have been evaluated for academic credits which have been combined with on-site credit courses at Connecticut Mutual and Connecticut General Life Insurance Companies. Data Processing Operations courses have been awarded credit at Aetna Life and Casualty. Academic counseling is part of all programs. Finally, courses have been developed by MCC and the Hartford Graduate Center to meet the Hartford area's continuing education needs. (Author/CSS)

ED 166 433 CE 019 722

Nuttall, Ronald L. And Others

Vocational Education for Youth under the Custody of the Massachusetts Department of Youth Services: Findings and Recommendations. Volume I. Final Report.

Boston Coll., Chestnut Hill, Mass. Lab. for Statistical and Policy Research.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jul 77

Grant-G007604358

Note-97p.; Not available in hard copy due to light print in the original document. For a related document see CE 019 723

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Correctional Education, *Delinquents, Educational Needs, *Employer Attitudes, Interviews, Job Placement, Job Training, Needs Assessment, Program Development, Questionnaires, Rehabilitation Programs, *State Agencies, Surveys, *Vocational Education, *Youth Agencies

Identifiers-Department of Youth Services MA, Ex Offenders, *Massachusetts

This study was conducted to accomplish four objectives: (1) determine the current status of vocational education services available to youth under the custody of the Massachusetts Department of Youth Services (DYS); (2) assess the characteristics of DYS youth and their need for additional vocational programs; (3) determine employer and labor union attitudes toward training or hiring juvenile ex offenders; and (4) develop specific proposals for pilot programs. Data were obtained by interviews with fifty DYS personnel and other providers of services to DYS clients, nine vocational school personnel, and sixty-four DYS clients. Data were also obtained from a national survey of other state programs and from a questionnaire mailed to 740 employers and 250 labor representatives in Massachusetts. Study findings and recommendations include the following: (1) a lack of appropriate education programs for DYS youth (programs should be flexibly structured, fairly short in duration, have clearly defined goals, and offer hands-on training and individual attention); (2) age restriction on many jobs (allow youth to stay in a program until he/she is eighteen or change job-age restrictions); (3) incomplete intake procedures at DYS (vocational training needs of clients should be given substantial weight in placement procedures); and (4) a lack of prevocational education programs for DYS youth (offer all DYS youth a two-part program consisting of work readiness and career exploration components). (JH)

ED 166 434 CE 019 732

Wentling, Tim And Others
Inservice for Vocational Instructors in Serving Special Needs Students. A Course Follow-Up Study. Project Report.
Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Pub Date-Sep 78
Note-28p.; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cost Effectiveness, *Course Evaluation, Data Collection, *Evaluation Methods, Methods Research, *Question Answer Interviews, Questioning Techniques, *Questionnaires, Research Methodology, Surveys, *User Satisfaction (Information)

Utilizing three different techniques, a follow-up survey of participants in a vocational education course was conducted to determine which technique collects the most useful information efficiently. The course participants were divided into thirds and, using the same questionnaire, data was collected from each third via one of the following three techniques: (1) a mail-out questionnaire, (2) personal interviews, and (3) telephone interviews. It was found that the personal interviews by phone and visitation, although introducing a bias, gave the best and most useful information. Control over the question responses was lost by mailing the questionnaire. People tended to leave all the open-ended questions blank and sometimes responded incompletely or incorrectly to the other multiple choice questions. This suggests that the personal interview is the best technique if subjective information and open-ended responses are being sought, but that the mail-out technique is more useful when collecting objective types of data. Also, it was found that the visitation personal interview, although costly, did not give much more information than the telephone interviews. (This report outlines the general procedure, strengths, and weaknesses for each of the three techniques. The questionnaire, a sample script for a telephone interview, and a follow-up letter to non-respondents are appended.) (EM)

ED 166 435 CE 019 737

The National Manpower Survey of the Criminal Justice System. Volume Three. Corrections.

National Planning Association, Washington, D.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Sep 78
Contract-J-LEAA-035-74
Note-161p.; Notational, tabular, and excerpted information will not reproduce well due to small print. For related documents see ED 154 156, ED 160 738, ED 160 740, and ED 160 862-864
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00661-2)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Correctional Rehabilitation, *Corrective Institutions, Criminal Law, Data Collection, Educational Programs, *Employment Projections, Employment Statistics, Employment Trends, *Job Training, Labor Turnover, Manpower Development, *Manpower Needs, National Surveys, Needs Assessment, Parole Officers, Program Effectiveness, *Recruitment
Identifiers-*Correctional Personnel, Criminal Justice, Law Enforcement Education Program

Dealing specifically with custodial, treatment, parole, and executive personnel, this report on correctional personnel is one of eight volumes which comprise the full report of the National Manpower Survey of the Criminal Justice System. Chapter and section titles include the following: (1) executive summary; (2) current manpower assessment (an overview of correctional manpower, state correctional institutions for adults, local jails, juvenile corrections, probation and parole agencies); (3) the outlook for correctional employment manpower projections to 1985 (the projection scenario, key trends affecting corrections employment, projections of corrections employment, and assessment of key correctional developments); (4) recruitment and retention of corrections employees (recent recruitment and turnover experience, projected recruitment needs, and employment and recruitment of minorities and women); (5) education for correctional occupations (assessment of the educational attainment of correctional personnel, assessment of the educational attainment of probation and parole officers, assessment of correctional treatment personnel, efforts to upgrade the educational attainment of adult and corrections officers and of probation and parole personnel, the impact of the Law Enforcement Education Program (LEEP) upon the educational upgrading of personnel, and summary of the major findings and recommendations in correctional education); and (6) training for correctional occupations (standards; line personnel in adults corrections, juvenile child care workers, and probation and parole officers; and supervisory, treatment, and educational personnel.) (JH)

ED 166 436 CE 019 745

Nelson, Eugene A.
Occupational Education in New York State: The Transition from Vocational to Career Education. Occasional Paper New York Univ., Buffalo.
Spons Agency-New York State Education Dept., Albany.
Pub Date-Apr 78
Note-205p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Administrative Policy, Board of Education Role, Career Development, *Career Education, *Concept Formation, Conventional Instruction, Cooperative Education, Curriculum Development, Developmental Stages, Educational History, Educational Philosophy, Educational Planning, Employment Opportunities, Fused Curriculum, Individual Development, *Individualized Programs, Models, Needs Assessment, Policy Formation, Population Distribution, Problems, Program Effectiveness, Program Evaluation, *Program Planning, Regional Planning, Secondary Education, *State Programs, Statewide Planning, Student Development, Teacher Role, *Vocational Education

Prepared for State University of New York/Buffalo researchers participating in a state-sponsored educational financing project, this background paper focuses on the vocational education program effects'' of changing financial aid formulas and/or the rationale for organizing school districts and regional services. It scrutinizes the role of Boards of Cooperative Educational Services and school district organizations which prepare students for specific occupations through traditional vocational education. The first of nine sections examines occupational education in New York and the transition from vocational to career education. Section 2 traces vocational education's historical development (1917 to the present) and the emergence of career education. The third section reviews the New York State Regent's (1971, Position Paper #11) citing of needs for educational system reorganization, developmental continuum adoption, and design flexibility. Section 4 discusses problems in traditional vocational education. Section 5 interprets and evaluates the influences, goals, and activities of New York's occupational education plan. The sixth section examines implementation of three occupational education projects, and section 7 identifies issues involved in implementing occupational/career education programs. Section 8 discusses strategies of individualization versus standardized program expansion. The final section presents an occupational education planning paradigm. (CSS)

ED 166 437 CE 019 749

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: Vocational Education.

Education Commission of the States, Denver, Colo.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-May 77
Note-29p.; Not available in hard copy due to small, light print in the original document
Available from-Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Programs, Data Sheets, Educational Policy, *Educational Responsibility, *Equal Education, Females, Governing Boards, Models, *Policy Formation, *Program Administration, Program Development, *Sex Discrimination, Sex Stereotypes, State Programs, State School District Relationship, *Vocational Education
Identifiers-Colorado

This booklet provides guidelines for developing policy concerning the implementation of equal vocational education opportunities for women in Colorado. It begins with some introductory information pertaining to the problems of sex bias in vocational education. Next, a state plan for eliminating sex bias and sex-role stereotyping is presented. Then follow a needs assessment form for collecting data to determine sex bias in vocational education and a form to use in the evaluation of vocational education programs. The remainder of the booklet makes suggestions regarding the following: the role of the state governing board in implementing the state plan; the role of state or local vocational education advisory councils in implementing the state and/or local plan; the role of the local school administration and school board in implementing the state and/or local plan; the role of local directors of vocational education in implementing the state plan; the role of instructional staff and curriculum development personnel in implementing the state and/or local plan; the role of the guidance counselors for vocational education in implementing the state and/or local plan; community action to stimulate interest in eliminating sex bias in vocational education programs; and assistance to displaced homemakers in obtaining marketable skills. Suggested resources are attached. (EM)

ED 166 438 CE 019 752

Shimberg, Benjamin

Issues at Stake in Occupational Regulation.

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.

Pub Date-14 Sep 78

Note-22p.; Paper presented at a Seminar on Occupational Licensing sponsored by the Minnesota Legislature (St. Paul, Minnesota, September 14, 1978). Parts of some pages may not reproduce well due to light type

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Accountability, *Certification, Consumer Protection, Decision Making, Discipline Policy, Equal Opportunities (Jobs), *Government Role, Job Skills, Paraprofessional Personnel, Postsecondary Education, Professional Education, *Professional Occupations, Professional Personnel, Professional Training, Qualifications, Residence Requirements, *State Legislation, *State Licensing Boards, *State Standards, Testing Programs

Identifiers-Reciprocity

State regulation of occupational licensing is becoming the subject of nationwide debate. The issues being questioned and suggestions for their solutions include the following: (1) Is it necessary to regulate occupations, and, if it is, to what extent? Regulation is required only if its need is well-documented, and it should be kept to the minimum amount necessary to do the job. (2) Should the purpose of regulation be to permit all qualified applicants to practice, or should it be to control and limit the number of practitioners? Licensure requirements should be job-related, not discriminatory. (3) Should reciprocity be granted to qualified nonresidents of a state? Fair and reasonable access to licensing should be provided to nonresidents. (4) What group should be responsible for administering the regulations, how should its accountability be insured, and how much autonomy should it have? Boards should be instituted only if absolutely necessary, their membership should include lay persons to protect consumer interests, and their decisions should be subject to review. (5) How should the economic interests of the public be protected? Legislation should be enacted to permit professions to advertise and engage in competitive bidding, and the use of paraprofessionals and new technology should be reviewed by legislators. (6) How should continued competency be demonstrated by practitioners? Boards should vigorously enforce disciplinary and competency standards and employ internalized self-controls. (ELG)

ED 166 439 CE 019 753

A Research Agenda for the National Longitudinal Surveys of Labor Market Experience: Report on the Social Science Research Council's Conference on the National Longitudinal Surveys, October, 1977. Parts I to IV.

Social Science Research Council, Washington, D.C. Center for Coordination of Research on Social Indicators.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-May 78

Note-283p.; Not available in hard copy due to light print in the original document. For a related document see CE 019 754

Pub Type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Development, Blacks, Career Change, Caucasians, Child Rearing, Children, Conference Reports, Data Collection, Developmental Tasks, Economic Factors, Educational Background, Employment, Entry Workers, Equal Opportunities (Jobs), Family Influence, Females, Individual Characteristics, Job Satisfaction, Job Search Methods, Labor Force, *Labor Market, *Longitudinal Studies, Males, Mathematical Models, Methods, *National Surveys, Occupational Mobility, *Research Needs, Retirement, Social Influences, *Social Science Research, Socioeconomic Status, Unemployment, Welfare, Work Attitudes, Work Environment, Work Experience, Working Women

This report of the Social Science Research Council's Conference on the National Longitudinal Surveys of Labor Market Experience (NLS) begins with a description of the rationale and background for the conference. In the first of four parts, the conference objectives are stated: (1) review previous research based on the National Longitudinal Surveys (NLS), (2) identify new directions, (3) suggest analytic strategies, and (4) comment on survey content. The NLS function is described as that of analyzing variation in labor market behavior with emphasis given to policy-relevant research issues. Section 2 overviews the conference proceedings and focuses on potential NLS research issues in the areas of work-family relationships, labor-force socialization, structural variables, and methodological issues. Section 3 contains documentation relating to the conference correspondence, the program, and a participants' list. Section 4 contains a collection of the papers and memoranda presented at the conference. Papers include Labor Force Issues Circa 1984,'' by Harold W. Watts and Felicity Skidmore; Individual Histories as Units of Analysis in Longitudinal Surveys,'' by Burton Singer; Childrearing, Work and Welfare: Research Issues,'' by Harriet B. Presser; and Events as Units of Analysis in Life History Studies,'' by Natalie Rogoff Ramsoy and Sten-Erik Clausen. Six memoranda are also presented. (For a review paper, titled Research Uses of the National Longitudinal Surveys,'' see CE 019 754.) (Author/CSS)

ED 166 440 CE 019 756

Reubens, Beatrice G.

From Learning to Earning: A Transnational Comparison of Transition Services. R&D Monograph 63.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date-79

Note-140p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00354-8)

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Career Change, *Foreign Countries, Guidance Counseling, *Guidance Services, Information Services, *Job Placement, Job Search Methods, National Programs, *Occupational Guidance, Occupational Information, Orientation, Program Development, Program Evaluation, *Vocational Adjustment, Vocational Followup

Identifiers-Australia, Canada, Japan, *School to Work Transition, United States, Western Europe

This study examines school-to-work transition services, encompassing educational and occupational information and guidance, as well as job placement, induction, and follow-up. Section 1 provides an introduction to the study and the study's historical background. Section 2 concerns the organizational goals and forms of transition services. It uses a cross-country framework which draws on the experiences of Western Europe, Canada, the U.S., and other countries. Greatest emphasis is placed on the age group which enters work after lower or upper secondary education, but much of the discussion is equally applicable to young people's transition to work from other settings, including the armed forces, corrective institutions, residential health-care facilities, or other special environments. Similarly, transitions from one level or type of education to another are covered. In section 3, orientation and information, the components of national information programs are discussed. Guidance and counseling development are observed in section 4, especially in several European countries. Section 5 examines initial placement: job-search and job-finding methods. It contains a discussion of how job-finding methods differ depending on such variables as sex, age and educational level, type of handicap, and minority status. Section 6 contains placement outcomes, and section 7 explains induction programs, both theoretical and practical. References conclude the study. (CT)

ED 166 441 CE 019 780

Lamatino, Robyn Mintz, Adin

Leamos Sobre Veinte Ocupaciones! Twenty Trades to Read About.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-Oct 78

Note-161p.; For a related document see ED 145 189 ; Colored pages may not reproduce clearly

Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($6.75, plus postage)

Language-English; Spanish

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Auto Body Repairmen, Auto Mechanics (Occupation), Bakery Industry, *Bilingual Education, Cabinetmaking, Career Awareness, *Career Exploration, Carpenters, Commercial Art, Cooks, Cosmetology, Drafting, Electrical Occupations, Elementary Secondary Education, English (Second Language), *English for Special Purposes, Fashion Industry, Graphic Arts, Health Occupations, *Learning Activities, Machine Tool Operators, Occupational Home Economics, Occupational Information, Ornamental Horticulture, Painting, Plumbing, Postsecondary Education, Refrigeration Mechanics, *Spanish Speaking, Trade and Industrial Education, *Vocational Education, Welding

Twenty trades are explored in this bilingual supplementary workbook, designed specifically for native Spanish speakers who are in the process of learning English. The purpose of this book is to ease the Spanish-speaking student from his/her native language into English with as little discomfort as possible. There are twenty chapters in the book with successively more English as the chapters progress. Each chapter begins with a story in both English and Spanish. The first exercise in each chapter consists of ten vocabulary words in Spanish and English with their respective definitions. Various exercises are constructed throughout the unit using the ten words. The work is designed to be used in English as a second-language program, vocational career exploration, gaming improvement, and simulation practice. Some games, crossword puzzles, and other activities are included. The text is illustrated. The units contain exercises related to the following trades: auto body, auto mechanics, baking, carpentry and cabinetmaking, electrical trades, fashion design, commercial foods, health occupations, ornamental horticulture, plumbing, painting and decorating, machine shop, upholstery, welding, graphic arts, air conditioning and refrigeration, commercial art, drafting, cosmetology, and diesel machines. (For the original English version see ED 145 189.) (CSS)

ED 166 442 CE 019 789

Leach, James A.

Methods and Materials for Teaching Occupational Survival Skills. Phase III: Influences of the Occupational Survival Skills Modules on the Attainment of Skills and Attitudes toward Employment of Selected High School Students.

Illinois Univ., Urbana. Div. of Business Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 78
Note-189p.; For related documents see CE 018 556-569
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Attitude Tests, *Career Education, Curriculum Design, Data Analysis, High School Students, Instructional Materials, *Learning Modules, Performance Tests, *Program Effectiveness, Research Methodology, Secondary Education, Student Attitudes, Surveys, Teaching Methods, Vocational Maturity, *Work Attitudes, Work Experience Programs
Identifiers-Career Maturity Inventory Attitude Scale, Illinois, *Occupational Survival Skills, Occupational Survival Skills Information Test

The Occupational Survival Skills (OSS) Modules were designed to offer high school students an opportunity to develop skills applicable to a wide range of jobs in the work world and to develop positive attitudes, perceptions, and motivations toward work. The primary purpose of this study was to describe and interpret the influence of the OSS Modules on the attainment of occupational survival skills and attitudes toward employment by selected cooperative office occupations students, special needs students and Comprehensive Employment Training Act students. Students were selected as intact classroom groups. Data from classroom observations and interviews with participating teachers and students were collected during a fifteen-week period. Opinionnaires were completed by teachers and students at the conclusion of the fifteen-week period to provide both quantitative and qualitative summary data. The Occupational Survival Skills Information Test and the Career Maturity Inventory Attitude Scale were administered to the students in each program group at the conclusion of the fifteen-week period. The variables of amount of work experience, work plans, and educational plans were found to bear significant relationships to attainment of occupational survival skills. Significant relationships were found between students' attitudes toward employment and the variables of grade level, sex, work plans, and educational plans. (Descriptions of the modules are available in CE 018 556-568, and module tests are in CE 018 569.) (Author/CT)

ED 166 443 CE 019 791

Cliatt, Katherine H.

Task Simulation: Word Processing; Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-South Carolina State Dept. of Education, Columbia.
Pub Date-78
Note-24p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, Independent Study, *Information Processing, *Learning Activities, Office Occupations Education, *Office Practice, *Organizational Communication, *Performance Based Education, Postsecondary Education, Secondary Education, Simulation, *Typewriting, Vocational Education, Worksheets
Identifiers-Vocational Technical Education Consortium States, *Word Processing

This task-simulation learning module on word processing for secondary and postsecondary teachers and students, the first in a series of eleven task and in-basket simulations, was designed for individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is marked A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; instructions for four simulation tasks; definitions of terminology; pre-test with answer key; answer keys for four learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for four learning tasks; and worksheets. (This module was developed to supplement performance objective 74 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Some related office occupations instructional materials are available in ERIC see note.) (EM)

ED 166 444 CE 019 792

Bernstein, Ethel K.
Task Simulation: Introduction to Business. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-South Carolina State Dept. of Education, Columbia.
Pub Date-78
Note-20p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Accounting, Behavioral Objectives, *Business Skills, Financial Services, Independent Study, *Learning Activities, *Money Management, *Office Occupations Education, *Performance Based Education, Postsecondary Education, Secondary Education, Simulation, Vocational Education, Worksheets
Identifiers-Vocational Technical Education Consortium States

This task-simulation learning module on introduction to business for secondary and postsecondary teachers and students, the second in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; answer keys for four learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; and instructions for four learning tasks. (This module was developed around performance objectives 39, 42, 53, and 54 of the V-TECS (Vocational-Technical Education Consortium of States Secretarial Catalog. Some related office occupations instructional materials are available in ERIC see note.) (EM)

Caughman, Joan T.
Task Simulation: Office Procedures. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-South Carolina State Dept. of Education, Columbia.
Pub Date-78
Note-24p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, Independent Study, *Learning Activities, *Office Occupations Education, *Office Practice, *Performance Based Education, Postsecondary Education, Secondary Education, Simulation, *Typewriting, *Typists, Vocational Education, Worksheets
Identifiers-Vocational Technical Education Consortium States

This task-simulation learning module on clerk-typist activities for secondary and postsecondary teachers and students, the third in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; pre-test with answer key; answer keys for four learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; and instructions for four learning tasks. (This module was developed around performance objectives 48, 52, 75, 76, 77, and 81 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Some other related office occupations instructional materials are available in ERIC see note.) (EM)

ED 166 446 CE 019 794

Polk, Kay N.

Task Simulation: Typing. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-South Carolina State Dept. of Education, Columbia.

Pub Date-78

Note-16p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored paper

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Governing Boards, Independent Study, *Learning Activities, *Office Occupations Education, *Performance Based Education, *Planning Meetings, Postsecondary Education, Secondary Education, Simulation, *Typewriting, Vocational Education, Worksheets

Identifiers-Vocational Technical Education Consortium States

This task-simulation learning module on board meeting preparation for secondary and postsecondary teachers and students, the fourth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; pre-test with answer key; and answer keys for three learning tasks. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for three learning tasks; and worksheets. (This module was developed around performance objective 77 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Some other related office occupations instructional materials are available in ERIC see note.) (EM)

ED 166 447 CE 019 795

Burch, Geralyn H.
Task Simulation: Word Processing. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-South Carolina State Dept. of Education, Columbia.
Pub Date-78
Note-19p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Business Correspondence, Independent Study, *Learning Activities, *Office Occupations Education, *Organizational Communication, *Performance Based Education, Postsecondary Education, Real Estate Occupations, Secondary Education, Secretaries, Simulation, *Typewriting, Vocational Education, Worksheets
Identifiers-Vocational Technical Education Consortium States

This task-simulation learning module on being a correspondence secretary in a realty office for secondary and postsecondary teachers and students, the fifth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of tasks and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; definitions of terminology; pre-test with answer key; and answer keys for four learning tasks. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for four learning tasks; and worksheets. (This module was developed around performance objectives 74, 79, 77, and 84 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Other related office occupations instructional materials are available in ERIC see note.) (EM)

ED 166 448 CE 019 796

Hawkins, Nancy Malloy
Task Simulation: Word Processing. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-South Carolina State Dept. of Education, Columbia.
Pub Date-78
Note-19p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Business Correspondence, Independent Study, *Learning Activities, *Office Occupations Education, *Performance Based Education, Postsecondary Education, Secondary Education, Secretaries, Simulation, *Typewriting, Vocational Education, Worksheets
Identifiers-Vocational Technical Education Consortium States

This task-simulation learning module on being a correspondence secretary for secondary and postsecondary teachers and students, the sixth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; definitions of terminology; pre-test with answer key; answer key for two learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for two learning tasks, and worksheet. (This module was developed around performance objective 74 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Other related office occupations instructional materials are available in ERIC see note. (EM)

ED 166 449 CE 019 797

Cannon, Bleeker S.

Task Simulation: Word Processing. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-South Carolina State Dept. of Education, Columbia.

Pub Date-78

Note-36p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Business Correspondence, Independent Study, *Learning Activities, *Office Occupations Education, *Organizational Communication, *Performance Based Education, Postsecondary Education, Secondary Education, Secretaries, Simulation, *Typewriting, Vocational Education, Worksheets

Identifiers-Vocational Technical Education Consortium States

This task-simulation learning module on being a correspondence secretary in a department store for secondary and postsecondary teachers and students, the seventh in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each module in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; definitions of terminology; pre-test with answer key; dialogue and instructions for five dictations (learning tasks); answer keys for five learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for five learning tasks; and worksheets. (This module was developed around performance objectives 71, 74, 75, and 80 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Other related office occupations instructional materials are available in ERIC see note.) (EM)

Caughman, Joan T.
In-Basket Simulation: Office Procedures. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-South Carolina State Dept. of Education, Columbia.
Pub Date-78
Note-16p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Banking, Behavioral Objectives, Independent Study, *Learning Activities, *Needs Assessment, *Office Occupations Education, Office Practice, *Performance Based Education, *Planning, Postsecondary Education, Secondary Education, *Secretaries, Simulation, Vocational Education, *Working Hours, Worksheets
Identifiers-Vocational Technical Education Consortium States

This in-basket-simulation learning module on the activities of a secretary for secondary and postsecondary teachers and students, the eighth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each module in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; and in-basket items to prioritize. (This module was developed around performance objectives 4 and 7 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Other related office occupations instructional materials are available in ERIC see note.) (EM)

Woodard, Sandra R.
In-Basket Simulation: Typing. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-South Carolina State Dept. of Education, Columbia.
Pub Date-78
Note-12p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored paper
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, Independent Study, *Learning Activities, *Needs Assessment, *Office Occupations Education, Office Practice, *Performance Based Education, Planning, Postsecondary Education, Secondary Education, Simulation, *Typists, Vocational Education, Working Hours, Worksheets
Identifiers-Vocational Technical Education Consortium States

This in-basket-simulation learning module on the activities of an auditing clerk typist for secondary and postsecondary teachers and students, the ninth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each module in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; work sheet; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; and in-basket items to prioritize. (This module was developed around performance objectives 4 and 7 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Other related office occupations instructional materials are available in ERIC see note.) (EM)

ED 166 452 CE 019 800

Hawkins, Nancy Malloy

In-Basket Simulation: Word Processing. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-South Carolina State Dept. of Education, Columbia.

Pub Date-78

Note-19p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, Independent Study, *Learning Activities, *Needs Assessment, *Office Occupations Education, *Performance Based Education, Planning, Postsecondary Education, Secondary Education, *Secretaries, Simulation, Vocational Education, Working Hours, Worksheets

Identifiers-Vocational Technical Education Consortium States

This in-basket-simulation learning module on the activities of an administrative secretary in a paper company for secondary and postsecondary teachers and students, the tenth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; definitions of terminology; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; in-basket items to prioritize. (This module was developed around performance objective 4 of the V-TECS (Vocational-Technical Education Consortium of States Secretarial Catalog. Other related office occupations instructional materials are available in ERIC see note.) (EM)

ED 166 453 CE 019 801

Cliatt, Katherine H.

In-Basket Simulation: Word Processing. Teacher Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-South Carolina State Dept. of Education, Columbia.

Pub Date-78

Note-14p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored background

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, Independent Study, *Learning Activities, *Needs Assessment, *Office Occupations Education, *Performance Based Education, Planning, Postsecondary Education, Secondary Education, *Secretaries, Simulation, Vocational Education, Working Hours, Worksheets

Identifiers-Vocational Technical Education Consortium States

This in-basket-simulation learning module on the activities of an administrative secretary in the office of the State Treasurer for secondary and postsecondary teachers and students, the last in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; definitions of terminology; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; and in-basket items to prioritize. (The module was developed around performance objectives 4 and 11 of the V-TECS Vocational-Technical Education Consortium of States Secretarial Catalog. Some other related office occupations instructional materials are available in ERIC see note. (EM)

ED 166 454 CE 019 803

Hopcus, Sharron Armstrong, Ivan J.

Professional Cosmetology Practices. Instructional Units.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date-78
Note-1,445p.
Available from-Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF-$2.67 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavioral Objectives, *Cosmetology, Hygiene, Instructional Materials, *Job Skills, *Learning Activities, Management, *Performance Based Education, Postsecondary Education, Safety, Service Occupations, Success Factors, *Vocational Education

This publication is designed to assist the instructor and students in understanding the latest concepts and techniques of the instructional phase of cosmetology programs. The instructional units are in five areas: (1) orientation, (2) professional practices: hair, (3) professional practices: skin and nails, (4) cosmetology science, and (5) management practices. Each area consists of two or more instructional units. Each instructional unit includes behavioral objectives, suggested activities for the instructor, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to tests. Units are planned for more than one lesson or class period of instruction. Each unit is based on behavioral objectives which state the course goals. The behavioral objectives are stated as unit objectives and student performance objectives. (CSS)

ED 166 455 CE 019 814

Project: MOBILITY. Introduction and Summary.
Fresno City Coll., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-8 Jun 78
Note-48p.; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 815-824
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Programs, Community Colleges, *Curriculum Development, *Disadvantaged Youth, Flow Charts, *Handicapped Students, *Needs Assessment, Program Development, *Vocational Education
Identifiers-Fresno City College CA, Project MOBILITY

This report summarizes a project designed to develop vocational educational programs and services for educationally disadvantaged and physically handicapped students at Fresno City College, California. The introduction provides an overview of the two phases of the project: phase I, a needs assessment; and phase II, curriculum development and coordination of services for five vocational programs (automotive mechanics, electronics, licensed vocational nursing, registered nursing, and office occupations). The second section presents two sets of materials: (1) a mission profile (flow chart) of the major functions proposed to be performed during phase II; (2) and the chronicle (specific steps) and summary of the functions actually performed during phase II. It also provides a time-line schedule showing the time that was required to complete each function. The third section identifies problems encountered during project implementation, how they were solved and recommendations for avoiding similar problems in future implementations. The final section contains an article titled Towards Educational Responsiveness to Society's Needs: A Tentative Model Achieving the Independent Survival Point''. This article describes a utility model based upon three possible referents for defining educational needs. (Reports on the needs assessment, curriculum analysis, guidance programs, and program management, equity, planning, and evaluation are presented in documents CE 019 815-825.) (JH)

ED 166 456 CE 019 815

Wood, R. Ronald
Fresno City Coll., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 76
Grant-G007603888
Note-76p.; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Programs, *Community Colleges, *Disadvantaged Youth, Educational Planning, Flow Charts, *Handicapped Students, Models, *Needs Assessment, Student Needs, *Vocational Education
Identifiers-Fresno City College CA, Project MOBILITY

The results of a needs assessment designed to determine the needs and problems of select disadvantaged students completing vocational education programs at Fresno City College (FCC), California, are presented in this report. Part 1 provides the needs assessment and program planning model, including a flow chart, and the narrative description. Part 2 describes the field testing of the model: the concerns assessment and the student testing and FCC records data. Part 3 includes the following measurable student objectives for the Extended Opportunity Program and the Enabler Program at FCC developed from the data obtained from the needs assessment: retention, attitudes, measurements, affirmative action, program completion, personal growth/fulfillment outcomes, required skills/knowledge outcomes, and grade point average outcomes. Part 4 presents these conclusions: using the tools and logic of educational system planning, a needs assessment and planning model for community college disadvantaged student programs can be developed; and for given community college disadvantaged students, concerns can be identified using existing college documents and personal group interviews. Part 4 also includes the following recommendations: all components of the needs assessment and planning model should be thoroughly field tested; and a new model should be developed to strengthen the present one. (JH)

ED 166 457 CE 019 816

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Automotive Mechanics. Curriculum Analysis.

Fresno City Coll., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007603888
Note-181p.; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affective Objectives, *Auto Mechanics (Occupation), Cognitive Objectives, Community Colleges, *Curriculum Development, *Disadvantaged Youth, Educational Problems, Employment Qualifications, Handicapped Students, Job Analysis, Job Skills, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis, *Vocational Education
Identifiers-Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the automotive mechanics program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH)

ED 166 458 CE 019 817

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Electronics. Curriculum Analysis.

Fresno City Coll., Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Grant-G007603888

Note-143p.; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Affective Objectives, Cognitive Objectives, Community Colleges, *Curriculum Development, *Disadvantaged Youth, Educational Problems, *Electronics, Employment Qualifications, *Handicapped Students, Job Analysis, Job Skills, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis, *Vocational Education

Identifiers-Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the electronics program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and a diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes

specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH)

ED 166 459 CE 019 818

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Licensed Vocational Nursing. Curriculum Analysis.

Fresno City Coll., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007603888
Note-166p.; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affective Objectives, Cognitive Objectives, Community Colleges, *Curriculum Development, *Disadvantaged Youth, Educational Problems, Employment Qualifications, *Handicapped Students, Job Analysis, Job Skills, Nurses, Performance Criteria, *Practical Nurses, Psychomotor Objectives, Student Problems, Task Analysis, *Vocational Education
Identifiers-Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the licensed vocational nursing program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and a diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH)

ED 166 460 CE 019 819

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Office Occupations. Curriculum Analysis.

Fresno City Coll., Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Grant-G007603888

Note-338p.; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Affective Objectives, Cognitive Objectives, Community Colleges, *Curriculum Development, *Disadvantaged Youth, Educational Problems, Employment Qualifications, *Handicapped Students, Job Analysis, Job Skills, *Office Occupations, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis, *Vocational Education

Identifiers-Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the office occupations program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH)

ED 166 461 CE 019 820

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Registered Nurses. Curriculum Analysis.

Fresno City Coll., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007603888
Note-191p.; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affective Objectives, Cognitive Objectives, Community Colleges, *Curriculum Development, *Disadvantaged Youth, Educational Problems, Employment Qualifications, *Handicapped Students, Job Analysis, Job Skills, *Nurses, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis, *Vocational Education
Identifiers-Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the registered nursing program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related courses. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH)

ED 166 462 CE 019 821

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. The Extended Family. Counseling and Guidance.

Fresno City Coll., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007603888
Note-75p.; Not available in hard copy due to thin type in the original document. For related documents see ED 135 443 and CE 019 814-824
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Colleges, *Counseling Programs, *Disadvantaged Youth, *Extended Family, Flow Charts, *Guidance Programs, *Handicapped Students, Models, *Vocational Education
Identifiers-Fresno City College CA, Project MOBILITY

This booklet describes a counseling and guidance program (The Extended Family) designed for disadvantaged and handicapped vocational education students at Fresno City College, California. The following sections are provided: program rationale; program overall objectives; sub-objectives for each overall objective; characteristics of personnel to be involved; criteria for the evaluation of program effectiveness; student's personal contact for membership in the Extended Family Program; general recommendations for the program implementation; the Extended Family model of counseling and guidance; implementation functions and time line; narrative of implementation functions; and budget narrative. (JH)

ED 166 463 CE 019 822

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Affirmative Action and Sex Fairness Management Plans.

Fresno City Coll., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007603888
Note-41p.; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Affirmative Action, *College Programs, Community Colleges, Disadvantaged Youth, Federal Legislation, Flow Charts, Handicapped Students, Management Systems, *Program Planning, Research Projects, *Sex Fairness, *Vocational Education
Identifiers-Fresno Community College CA, Project MOBILITY

Developed as part of a research and design project for disadvantaged and handicapped vocational education students at Fresno City College, California, two management plans to assure compliance with affirmative action and sex fairness legislation are presented in this booklet: Plan 1, a generic plan of action to qualify for federal funding, and plan 2, a generic plan of action for implementing a student identification/assessment/support system for disadvantaged/handicapped and non-traditional vocational education students. Each contains a narrative description, a mission profile (flow chart), and an analysis of subfunctions. (JH)

ED 166 464 CE 019 823

Corrigan, Robert E. Wood, R. Ronald

Project: MOBILITY: A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Long Range Planning Process. Management Plans.

Fresno City Coll., Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Note-95p.; Not available in hard copy due to light print. For related documents see ED 135 443 and CE 019 814-824

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Community Colleges, Decision Making, *Educational Planning, Models, Program Planning, Vocational Education

Identifiers-Fresno City College CA, Project MOBILITY

A management plan developed for the district-wide coordination of vocational education program planning in the State Center Community College District, California, is presented. Following a discussion of the planning process (in memo form) and a section on how to read flow-block diagrams, the mission profile and narrative description of this model are provided. Major functions include the following components: define vocational education missions, goals, objectives at the district level; identify Fresno City College vocational education administrative objectives and performance requirements; define functions performed at the district level; define functions performed by each institution; identify SCCCD vocational education mandates; derive data required for vocational education programs; identify vertical horizontal discrepancies; identify revisions strategies; define program decision-making steps for program commitments; identify vocational education program articulation/coordination; identify qualifications of each institution for program responsibility; select institution(s) responsible for program design; develop specific program plans for approval; assure feasibility of required resources to implement programs; obtain required approvals for program implementation; develop and implement management; coordinate and evaluate sub-systems. (JH)

ED 166 465 CE 019 824

Project: MOBILITY. A Federally Funded Research Design Project for Disadvantaged and Handicapped Vocational Education Students. Program Evaluation and Fiscal Audit.

Fresno City Coll., Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Grant-G007603888

Note-64p.; Not available in hard copy due to light print. For related documents see ED 135 443 and CE 019 814-823

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Community Colleges, *Disadvantaged Youth, Flow Charts, *Handicapped Students, Money Management, *Program Evaluation, Readability Formulas, Records (Forms), Research Projects, *Vocational Education

Identifiers-Fresno City College CA, Project MOBILITY

This booklet presents evaluation and audit systems developed to monitor and evaluate student/program success as part of a project designed to improve program and services for disadvantaged and handicapped vocational students at Fresno City College, California. The booklet is divided into the following sections: procedures for implementing and assessing measurable student objectives (includes a student project identification form and a flow chart of project file and evaluation of measured student objectives); implementation and evaluation of the student/assessment/support system (includes a flow chart of the student monitoring system and a sample copy of a student educational/occupational objectives planning sheet); a copy of a publication entitled A Guide for Documentation'' of Disadvantaged and Handicapped Programs''; State Center Community College District Budget Preparation Instructions 1978-79; and a copy of a test to evaluate material readability. (JH)

ED 166 466 CE 019 826

Lieblong, Burl W. McLendon, Don

Utilizing Professional Counseling Services to Reduce the Dropout Rate in Postsecondary Vocational Technical Education. Final Report.

Clinical Associates, Wynne, Ark.; Crowley's Ridge Vocational Technical School, Forrest City, Ark.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note-64p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Counseling Programs, Counseling Services, Dropout Characteristics, Dropout Identification, *Dropout Prevention, Dropout Rate, Dropout Research, Educational Problems, Emotional Problems, Inservice Teacher Education, Postsecondary Education, *Potential Dropouts, Program Development, Program Evaluation, *Student Problems, *Vocational Education

A project was designed to identify student needs contributing to high vocational technical school dropout rates and to develop strategies for effective rate reduction. Project staff objectives were to (1) identify problems impeding potential dropouts from training success, (2) alleviate potential dropouts' critical needs, (3) implement meaningful training experiences in identifying, solving, and referring critical needs, and (4) reduce overall dropout rate by 40%. All objectives were realized to some extent; however, the dropout rate was reduced by only 35%. At three vocational technical schools arrangements were made for students to be seen on campus by professional counselors. During the project's first two years, approximately 207 self-, instructor-, or administrator-referred students were seen in confidential consultations. Program responses by instructors and students were considered positive. The instructional staff received a six-week training program to assist them in recognizing educational/emotional problems. Through the counseling staff's preenrollment form, a number of educational (e.g., poor educational background) and personal (e.g., financial problems) needs were identified as impeding students' occupational training success. Counseling and instructional staff members initiated an overall learning assessment and specific training program. Surveys were used to determine student awareness of counseling services, staff effectiveness, student consumer views, and instructor awareness of counseling services. (CSS)

Fair, James W., Comp. Simmons, Kenneth L., Comp.
Identification of Competencies Needed by Local Vocational Administrators in Mississippi.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Report No.-R-78-02
Pub Date-78
Note-188p.; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Personnel, Administrator Education, Data Analysis, Educational Needs, Identification, *Job Skills, Questionnaires, Rating Scales, Skills, *Task Analysis, *Vocational Education
Identifiers-Mississippi

The purpose of this study was to identify and analyze competencies needed by local vocational administrators and to develop an administration model for training local vocational administrators in Mississippi. An inventory of competencies was developed through a review of related literature and was revised by a panel of five workshop participants. The revised list of competencies contained 168 task statements organized into nine categories. A questionnaire, incorporating this list, was mailed to all 127 secondary and postsecondary vocational administrators in Mississippi. The responses were analyzed to determine the frequency with which each task was used, the degree of training needed for each task, and the characteristics of the administrators responding. With respect to amount of time spent performing each task, two categories, instructional management, and business and financial management were rated the highest. These two categories, along with those of program planning, development, evaluation, and instructional management, were rated the highest with respect to amount of training needed. Finally, the results indicated that the largest number of vocational directors in Mississippi have nine years of experience or less. (Appended materials comprise the bulk of this document and include such items as the administrative task inventory, master list of competencies, summary of responses to 168 administrative tasks, etc.) (JH)

ED 166 468 CE 019 835

Sorenson, Gary W. Suzuki, Warren N.

A Model for Vocational (Occupational) Program Review/Termination in Post-Secondary/Secondary Schools in Oregon. Final Report of a Special Project.

Oregon State Univ., Corvallis. Inst. for Manpower Studies.

Spons Agency-Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date-Nov 78

Contract-50-004-234

Note-153p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$8.09 Plus Postage.

Descriptors-*Cost Effectiveness, *Decision Making, Disadvantaged Groups, Educational Accountability, Educational Quality, Employment Qualifications, Handicapped Students, Job Skills, Models, Postsecondary Education, *Program Effectiveness, *Program Evaluation, *Program Improvement, Secondary Education, Sex Stereotypes, Statewide Planning, Student Needs, Systems Approach, *Vocational Education

Identifiers-Oregon

This report describes a project to develop a system for community colleges to delineate, obtain, and provide information for judging whether to continue, modify, or terminate occupational education programs. The report reviews the project's background, objectives, procedures, accomplishments, problems, evaluation, and conclusions/recommendations. The system is said to be correlated with Oregon's Statewide Evaluation System for Vocational Education: Guidelines,'' developed in 1978 by community college representatives. It includes criteria and displays for identifying deficiencies in meeting disadvantaged and handicapped learner needs and in reducing sex bias and sex-role stereotyping. A three part attachment makes up the major portion of the report. Part 1, the technical report, describes a methodology for systematically reviewing each occupational education program of Oregon community colleges so administrators and boards can make decisions about program continuation, modification, or termination. Program effectiveness, costs, efficiency, and essentiality are decision-making factors mentioned in the system methodology. Part 2 contains suggested procedures for implementing the program review and decision-making system and conducting and documenting follow-up studies of former students and their employers. Part 3 is a compendium of tables and types of information displays, including summaries of program assessments and decisions on whether to continue, modify, or terminate a program. (CSS)

ED 166 469 CE 019 896

Burrows, Ann, Ed.

MATCHE: Management Approach to Teaching Consumer and Homemaking Education. Proceedings: MATCHE I Workshop (San Francisco, California, April 7-8, 1975; Los Angeles, California, April 10-11, 1975).

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Apr 75

Note-132p.; For related documents see CE 019 897-967

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Conceptual Schemes, *Consumer Education, *Home Economics Education, Models, Needs Assessment, *Performance Based Teacher Education, Program Content, *Program Design, *Program Development, *Workshops

Workshop proceedings in San Francisco and Los Angeles concerning the development of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE) are examined in this report. Basic information gleaned from presentations, reports, and transcripts of taped lectures of both workshops are included. Subjects contained in the report are history of MATCHE, what MATCHE is, why MATCHE is important now, how it can be used, drafting a model in the management areas, building models-introduction, challenge and plans for implementation, and future developments of MATCHE. Following the summary are several appendixes: program of workshop events, an organizational chart of MATCHE, explanation and illustration of cybernetic models, an example of a model for use in the area of management, directions for development summary of the MATCHE strand worksheets, an evaluation form, and a list of workshop participants. (Other area workshop proceedings CE 019 897-899 are also available, along with the resulting learning modules CE 019 901-967 and strategies for tying MATCHE to FHA-HERO CE 019 900 .) (CT)

ED 166 470 CE 019 897

Burrows, Ann, Ed.
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 76
Note-107p.; For related documents see CE 019 896-967
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Consumer Education, *Curriculum Design, *Curriculum Development, *Home Economics Education, Individualized Instruction, Learning Activities, Models, *Performance Based Teacher Education, Preservice Education, Program Evaluation, Program Validation, *Workshops

Workshop proceedings in Fresno, California, concerning the development of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE), a preservice home economics teacher education curriculum design, are presented in this report. Presentations from the workshop include unique and timely competency-based individualized instruction programs; validation techniques for curriculum development; philosophy of three strands of MATCHE; and strategies of teaching and evaluating for individualized programs. Also in this section are group presentations concerning the subject areas of MATCHE learning modules: Core: consumer approach; life-styles and the consumer; community consumer resources; housing; and human development. Appended are the program of workshop activities, why MATCHE is needed now, how it can be used, content validity of MATCHE modules (in the form of a workshop-participant questionnaire), learning activities in consumer education for MATCHE students, a rating device for participation as a group-activity member, a schedule of events for the MATCHE II seminar, and lists of participants at seminars in San Francisco, Long Beach, and Fresno. (Other area workshop proceedings CE 019 896 and CE 019 898-899 are also available, along with the resulting learning modules CE 019 901-967 and strategies for tying MATCHE to FHA-HERO CE 019 900 .) (CT)

ED 166 471 CE 019 898

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Note-53p.; For related documents see CE 019 896-967
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Clothing Instruction, Curriculum Design, Curriculum Development, *Home Economics Education, *Home Management, *Performance Based Teacher Education, Program Development, Program Evaluation, *Textiles Instruction, *Workshops

Proceedings in the areas of textiles and clothing and management are presented in this third-workshop report of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE), a preservice home economics teacher education curriculum design. Presentation areas include new developments and trends in home management, new trends and developments in textiles and clothing, evaluating the MATCHE modules, and a participant's view of the workshop; its importance and an evaluation. Appended are a schedule of workshop events, a list of modules expanded and module writers, a content-validity questionnaire, and a list of workshop participants. (Other area workshop proceedings CE 019 896-897 and CE 019 899 are also available, along with the resulting learning modules CE 019 901-967 and strategies for tying MATCHE to FHA-HERO CE 019 900 .) (CT)

ED 166 472 CE 019 899

Burrows, Ann, Ed.

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-23 Sep 77

Note-59p.; For related documents see CE 019 896-967

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Core Curriculum, Curriculum Design, Curriculum Development, *Foods Instruction, *Home Economics Education, *Nutrition Instruction, Objectives, *Performance Based Teacher Education, Program Development, Program Evaluation, *Workshops

This report on workshop activities of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE) meeting in Fresno, 1977, concerns the updating and expansion of the Foods and Nutrition modules and the four remaining core modules, and also a review, discussion, and revision of the objectives for those modules. The MATCHE purpose and process are explained and are accompanied by a chart illustrating the MATCHE components. Objectives for the expanded modules are evaluated, and include tables and rating questionnaires. Appended are a schedule of workshop events, a chart illustrating MATCHE modules, explanation of how objectives were evaluated, an evaluation form, a list of workshop participants, a brief introduction to competency-based objectives, and the results of the MATCHE IV workshop evaluation. (Other area workshop proceedings CE 019 896-898 are also available, along with the resulting learning modules CE 019 901-967 and strategies for tying MATCHE to FHA-HERO CE 019 900.) (CT)

ED 166 473 CE 019 9[illegible]0

DeBenedetti, Janice L.
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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-17p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Objectives, *Home Economics Education, Instructional Programs, Occupational Information, *Performance Based Teacher Education, Preservice Education, *Program Development, *Student Organizations
Identifiers-Future Homemakers of America, Home Economics Related Occupations

This competency-based preservice home economics teacher education module on Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) contains objectives and suggested activities for utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs. Presented are seven units of instruction: describing the FHA-HERO organization; developing a personal philosophy; organizing and managing a chapter; implementing an annual program of activities; coordinating leadership experiences; implementing legislation through FHA-HERO, and promoting effective public relations. Included are suggested activities for the following areas: housing, foods and nutrition, textiles and clothing, human development, and management. (Other modules in these areas are available in the ERIC system as CE 019 901-967.) (CT)

ED 166 474 CE 019 901

Barkley, Margaret

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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-21p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Answer Keys, *Consumer Education, Core Curriculum, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, *Life Style, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum, Values

This competency-based preservice home economics teacher education module on life styles and the consumer is the first in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) components of

life styles; (2) effects of values and goals on life styles; and (3) developing a life style. Each unit includes the following elements: objective, overview, narrative summary, and suggested activities. A list of suggested resources (readings) for the entire module is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 475 CE 019 902

Barkley, Margaret

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics ; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-33p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, *Community Resources, Consumer Economics, *Consumer Education, Core Curriculum, Decision Making, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Allocations, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on community consumer resources is the second in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Three units of instruction are presented: (1) resource characteristics; (2) factors which influence the use of resources; and (3) factors which influence decision making on the use of resources. Each unit includes the following elements: objective, overview, narrative summary, and suggested activities. A list of suggested resources (readings) for the module is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 4[illegible]6 CE 019 903

Smith, Sharman

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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-52p.; Not available in hard copy due to broken type in the original document. For related documents see CE 019 896-967

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Answer Keys, *Consumer Education, *Consumer Protection, Core Curriculum, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Responsibility, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer rights and responsibilities is the third in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger series of sixty-seven on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 90[illegible]-967.) Following the module objective and overview, two units of instruction are presented: consumer rights and responsibilities (includes lessons on consumer rights and responsibilities and the protection of consumer rights); and (2) consumer rights and responsibilities in action (includes lessons on violations of consumer rights and consumer action). Each unit generally includes the following elements: objectives, overview, lesson narrative summary, and suggested lesson activities. A list of suggested resources (readings) for the module is also provided. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 477 CE 019 904

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-52p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Answer Keys, *Consumer Education, Core Curriculum, *Curriculum Development, Educational Objectives, Higher Education, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, *Student Needs, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on incorporating the consumer approach in homemaking classes is the fourth in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) who are your pupils? (includes lessons on obtaining facts about your pupils, about families, and about communities); (2) what are your pupils' consumer needs? (includes lessons on assessment of pupils' consumer needs, understanding your pupils' consumption patterns, and available consumer resources); (3) meeting your pupils' consumer needs in the classroom (includes lessons on meeting your pupils' needs and interests, and planning meaningful and relevant lessons and activities); and (4) what does the teacher need to know (includes lessons on available resources and concepts of consumer education). Each lesson generally includes the following elements: narrative summary, suggested activities, and suggested resources. Each unit also includes a progress test (with answer key). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 478 CE 019 905

Hennings, Patricia

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-29p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 896-967

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Answer Keys, *Community Benefits, *Community Resources, *Consumer Education, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer use of the community is the first in a set of six modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE) see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) community facilities (includes a lesson on the location and function of community facilities) and (2) community agencies and services (lessons included are overviewing community needs met through community services and investigating community agencies). Each lesson includes the following elements: narrative summary, suggested activities, and suggested resources. Unit 2 contains a community service chart (community needs and community resources) and a progress chart. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH)

ED 166 479 CE 019 906

Hennings, Patricia

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-22p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Answer Keys, *Community Characteristics, *Consumer Education, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, Neighborhood, *Performance Based Teacher Education, Performance Tests, *Place of Residence, Preservice Education, Resource Materials, Selection, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on procedures for selecting a community is the second in a set of six modules on consumer education related to housing. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) investigating a community (includes a lesson on the community and citizen interaction); (2) choosing a neighborhood (includes a lesson on neighborhood selection and evaluation); and (3) creating a satisfying community environment (includes a lesson on the community and the environment). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 480 CE 019 907

Hennings, Patricia
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-60p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Answer Keys, *Consumer Education, Educational Objectives, Higher Education, *Home Economics Education, *Housing, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Selection, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on procedures for selecting housing is the third in a set of six modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, six units of instruction are presented: (1) general considerations for selecting housing (includes three lessons); (2) selecting an apartment; (3) selecting a single family dwelling (includes two lessons); (4) selecting a townhouse or condominium; (5) selecting a mobile home and park (includes two lessons); and (6) selecting a prefabricated home. Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 481 CE 019 908

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-48p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, *Consumer Education, Educational Objectives, *Home Economics Education, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials
Identifiers-*Home Loans

This competency-based preservice home economics teacher education module on shopping for a home loan is the fourth in a set of six modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) obtaining a home loan (includes lessons on source of home loans, types of home loans, and qualifying for a home loan); (2) calculating the costs for a home (includes lessons on terminology in home finance, property appraisal and value, and figuring the costs); and (3) closing of financial arrangements for a home (includes lessons on terminology of closing arrangements, closing arrangements, and advantages and disadvantages of buying). Each unit generally includes the following elements: narrative summary, suggested activities, suggested resources, and progress check (with answer key). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 482 CE 019 909

Hennings, Patricia

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-33p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, *Consumer Economics, Consumer Education, *Decision Making, Educational Objectives, *Home Economics Education, *Home Furnishings, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on procedures for selecting furnishings is the fifth in a set of six modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) comparison of home furnishings (includes three lessons on the unique furnishing requirements of individuals and families, selection of case goods, upholstered goods and accessories, and selection of background furnishings); (2) rental versus purchase of home furnishings (includes two lessons on purchasing furniture for mobility and flexibility and maintaining a sense of individuality while moving or renting home furnishings); and (3) alternatives to purchasing new furnishings (includes one lesson on resources for used home furnishings items). Each lesson generally includes the following elements: narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 483 CE 019 910

Hennings, Patricia
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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-18p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, Appliance Repairing, *Consumer Science, Educational Objectives, *Home Economics Education, *Maintenance, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials
Identifiers-Interior Surfaces

This competency-based preservice home economics teacher education module on maintenance procedures for surfaces and appliances is the sixth in a set of six modules on consumer education related to housing. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) care and maintenance of interior background surfaces (includes one lesson) and (2) care and maintenance of major installed appliances (includes one lesson on use, care, and life cycle costs of major appliances). Each lesson includes a narrative summary, suggested activities, suggested resources, and a progress test or check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 484 CE 019 911

Newsome, Ratana
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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-68p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Answer Keys, *Consumer Economics, Ecological Factors, Educational Objectives, Environmental Influences, *Food, Higher Education, *Home Economics Education, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Social Factors, Teacher Education Curriculum, Technological Advancement
Identifiers-United States

This competency-based preservice home economics teacher education module on technological, sociological, ecological, and environmental factors related to food is the first in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) the dietary goals for the United States and food choice; (2) impact of food technology and food choice; (3) food additives, chemicals in foods, and food choice; and (4) sociological, ecological, and environmental factors in food choice. Each unit generally includes the following elements: objectives, overview, narrative summary, pre/posttest, suggested activities, progress check, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 485 CE 019 912

Mar, Evelyn

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-22p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 896-967

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Answer Keys, *Consumer Protection, Educational Objectives, *Food and Drug Inspectors, *Food Standards, Higher Education, *Home Economics Education, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on regulatory agencies responsible for wholesomeness and quality of foods is the second in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, one unit of instruction is presented, consisting of thirteen suggested activities and a list of suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 486 CE 019 913

Kissick, Elena

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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-56p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Answer Keys, *Consumer Economics, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, Nutrition, *Performance Based Teacher Education, Performance Tests, Preservice Education, Psychological Needs, Resource Materials, Socioeconomic Influences, Teacher Education Curriculum

Identifiers-*Menu Planning

This competency-based preservice home economics teacher education module on consumer aspects in planning meals is the third in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) principles of meal management and menu planning (includes six lessons on the consumer and meal management, planning meals to meet physiological needs, psychological needs which influence meal planning, cultural aspects in meal planning, socioeconomics of meal management, and the principles of meal management applied) and (2) reliable sources of nutrition information. Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 487 CE 019 914

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-13p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, *Consumer Education, *Cultural Differences, Educational Objectives, *Food, Higher Education, *Home Economics Education, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on cultural food patterns is the fourth in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, one unit of instruction is presented (includes one lesson on cultural and ethnic variations). The unit includes the following elements: objectives, overview, narrative summary, suggested lesson activities, suggested resources (readings), and a unit progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 488 CE 019 915

Armstrong, Jill

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78
Note-20p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, *Consumer Economics, *Economic Factors, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, Nutrition, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum
Identifiers-*Food Prices

This competency-based preservice home economics teacher education module on influences on food prices is the fifth in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) factors affecting food prices and (2) calculating actual food costs. Each unit includes the following elements: objectives, overview, narrative summary, suggested activities, and suggested resources. Also included in this module is a list of references on the evaluation of nutrient content, price, and palatability of brand names. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 489 CE 019 916

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-66p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Answer Keys, *Clothing, *Consumer Education, Economic Factors, Educational Objectives, Federal Legislation, Federal Regulation, Higher Education, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Political Influences, Preservice Education, Resource Materials, Social Influences, Socioeconomic Influences, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer approach to textiles and clothing is the first in a set of four modules on consumer education related to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) factors which influence textiles and/or clothing production and consumption (includes lessons on sociological and psychological influences, political influences, geographic influences, economic influences, fashion influence, and individual factors); (2) regulations for the production, distribution, and safety of textiles (includes lessons on Textile Fiber Products Identification Act and Wool and Fair Products Labeling Acts; care labeling; and Flammable Fabrics Acts); and (3) consumer rights and responsibilities regarding textiles and clothing (includes lessons on quality and defects and consumer complaints). Each lesson includes the following elements: narrative summary, suggested activities, suggested resources (readings), and a progress check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 490 CE 019 917

Henry, Nina
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-47p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, *Clothing, *Consumer Economics, Economic Factors, Educational Objectives, Higher Education, *Home Economics Education, *Individual Needs, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Psychological Needs, Resource Materials, Social Influences, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on sociological, psychological, and economic factors affecting clothing selection is the second in a set of four modules on consumer education related to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) the influence of society on individual dress (includes five lessons on social conditions, psychological conditions, economic conditions, standards of appearance, and clothing values) and (2) individual differences and values, self-image and life style in clothing selection (includes two lessons on self-image and life style). Each lesson generally includes the following elements: narrative summary, suggested activities, suggested resources (readings), and progress check (with answer key). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 491 CE 019 918

Henry, Nina

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-29p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, *Clothing, Consumer Economics, Educational Objectives, Higher Education, *Home Economics Education, *Individual Needs, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on clothing needs of individuals is the third in a set of four modules on consumer education relating to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) clothing for various ages (includes three lessons on clothing needs, clothing costs, and children's clothes); (2) clothing for the handicapped (includes one lesson on clothing needs, features and sources); and (3) apparel and work (includes one lesson on clothing for occupations/careers and sources). Each lesson generally includes the following elements: narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 492 CE 019 919

Joseph, Marjory

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-32p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, *Consumer Education, Educational Objectives, *Fashion Industry, Higher Education, *Home Economics Education, Innovation, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum, *Technological Advancement

This competency-based preservice home economics teacher education module on applications and implications of new technology in textiles and clothing is the fourth in a set of four modules on consumer education related to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented on technological innovations and their applications. Each unit includes the unit objectives and overview. Each lesson includes a narrative summary and suggested activities, and the lesson for unit 2 provides a list of suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 493 CE 019 920

Boogaert, John

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-18p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Answer Keys, *Consumer Economics, *Consumer Education, Curriculum Development, Educational Objectives, Higher Education, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Research Methodology, Resource Materials, Social Change, *Social Influences, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on societal changes affecting the consumer habits of individual living units is the first in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) current changes in society affecting families and other living units (includes lessons on the process for uncovering affectual changes and a selected issue for study); (2) projecting the effect of societal changes on consumer habits of living groups (includes lessons on testing a hypothesis through interview and validating study by reviewing research); and (3) creating and influencing secondary curriculum to reflect changing consumer habits resulting from changes in societal patterns (includes a lesson on planning a teaching module). Each unit includes the unit objectives and overview. Each lesson includes a narrative summary and suggested activities. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen home economics instructional programs CE 019 900 .) (JH)

ED 166 494 CE 019 921

Boogaert, John
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-29p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, *Consumer Economics, Educational Objectives, Higher Education, *Home Economics Education, *Interpersonal Relationship, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum, Values
Identifiers-*Spending Patterns

This competency-based preservice home economics teacher education module on the relationship between spending patterns and interpersonal relationships is the second in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) your values as expressed through your spending habits (includes lessons on personal value systems and de jure and de facto values); (2) changing values of individuals and society and their effect on interpersonal relationships (includes lesson on societal and individual values); (3) economic design-making and interpersonal relationships (includes a lesson on spending patterns in varied individual and group relationships); and (4) goals and spending patterns in various socioeconomic groups (includes one lesson). Each lesson generally includes the following elements: narrative summary, suggested activities, suggested resources, and a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

Boogaert, John
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-20p.; Not available in hard copy due to light and broken type in the original document. For related documents see CE 019 896-967
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Consumer Education, Educational Objectives, *Financial Needs, Higher Education, *Home Economics Education, Learning Activities, *Life Style, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on financial pressures in various life styles and cycles is the third in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) identification of financial pressures (includes lessons on traditional and varying styles of living units and their unique financial pressures); (2) methods of meeting needs (includes a lesson on identification of responses to financial pressures); and (3) key issues for secondary consumer and homemaking programs (includes a lesson on identifying important issues for consumer and homemaking programs in the area of financial pressures on various living units). Each lesson includes the following elements: narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 496 CE 019 923

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-24p.; Not available in hard copy due to light and broken print in the original document. For related documents see CE 019 896-967
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Consumer Education, Crisis Therapy, Educational Objectives, *Family Problems, Higher Education, *Home Economics Education, Human Development, *Performance Based Teacher Education, Performance Tests, Preservice Education, Problems, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on individuals and families in crisis is the fourth in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, one unit of instruction including four lessons is presented. The lesson topics are identifying a crisis, effects on the individual or family, living with crisis, and sources of help. Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A unit progress test is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-967; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 497 CE 019 924

Boogaert, John
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-21p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, Child Care Centers, *Consumer Education, Educational Objectives, Financial Needs, Higher Education, *Home Economics Education, Learning Activities, *Parent Responsibility, Parents, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer aspects of parenthood is the fifth in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) personal and financial pressures surrounding living units with children (lessons included are on background and research and creating a learning activity); (2) securing child care services (includes lessons on gathering information on securing child care, and writing a concise article); and (3) consumer education for children (includes lessons on collecting data on advertising aimed at children and creating an advertisement). Each lesson generally includes a narrative summary and suggested activities. A list of suggested module resources (readings) and a list of module post-evaluation discussion questions conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strenghten the home economics instructional programs CE 019 900 .) (JH)

ED 166 498 CE 019 925

Bailey, Betty
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-33p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, *Consumer Economics, *Consumer Education, *Economic Factors, Educational Objectives, Higher Education, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum
Identifiers-United States

This competency-based preservice home economics teacher education module on the relationship between national and consumer economics is the first in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, one unit of instruction is presented on national and consumer economics. The unit consists of two lessons: (1) basic principles on which the national economy functions, and (2) the ways in which the consumer and the national economy affect each other. Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A list of suggested module resources (books and periodicals) is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 499 CE 019 926

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-22p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Consumer Education, Educational Objectives, Higher Education, *Home Economics Education, Information Sources, Learning Activities, *Legislation, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer legislative issues is the second in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) consumer information sources and legislative history (includes lessons on consumer information sources and legislative history (includes lessons on consumer information and legislative sources and the history of consumer legislation), and (2) analysis of consumer legislation (includes lessons on analysis and contacting legislators). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). Progress tests for the two units are also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 500 CE 019 927

Movey, Jan
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-35p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Action Programs (Community), Answer Keys, Conservation (Environment), *Consumer Education, Educational Objectives, *Environmental Education, Higher Education, *Home Economics Education, Learning Activities, *Performance Based Teacher Education, Performance Tests, Pollution, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on environmental issues and the consumer is the third in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) current environmental issues related to family consumption patterns (includes one lesson on conservation and consumption patterns); (2) environmental action groups (includes lessons on evaluating environmental action groups and consumer acceptance of environmental action groups); (3) controlling pollution (includes lessons on the need to control pollution, pollution control, and pollution control practices); and (4) conserving natural resources (includes lessons on energy conservation, water conservation, and limited natural resources). Each lesson includes a narrative summary, suggested activities, and a list of suggested resources (readings). Some units also include a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 501 CE 019 928

Hovey, Jan

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-48p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, Consumer Education, Educational Objectives, Higher Education, *Home Economics Education, Home Management, Learning Activities, *Money Management, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on financial management is the fourth in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) financial plan (includes lessons on alternative financial plans and savings plans); (2) planning individual and family purchases (includes lessons on consumer decision-making, appliance selection, and evaluating warranties); (3) insurance policies (with one lesson on purpose and types of policies); and (4) systems for accounting and record keeping (with one lesson). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A unit progress test is also included for the first three units. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

Mau, Helen
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-79p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Answer Keys, *Credit (Finance), Educational Objectives, Higher Education, *Home Economics Education, *Home Management, Learning Activities, *Money Management, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on family and individual credit management is the fifth in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) qualifying for credit (includes a lesson on criteria and conditions); (2) getting credit (includes a lesson on methods for getting credit); (3) using credit effectively (includes lessons on determining the dollar costs of credit, and managing and using credit effectively); and (4) solving the problems of overextended credit (includes one lesson, six case studies, and three shopping guides.) Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A master list of suggested module resources (books, periodicals, films, and educational kits and games) is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

Smith, Sharman
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-40p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, Consumer Education, Educational Objectives, Family Management, Family Role, Higher Education, *Home Economics Education, *Home Management, Learning Activities, *Multiple Employment, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum, Working Women

This competency-based preservice home economics teacher education module on management view of the multiple role is the sixth in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) understanding the multiple role (includes lessons on multiple role situations and working women); (2) analysis of costs/benefits of multiple role families (includes lessons on paycheck deductions, job related expenses, work related benefits, and value of additional income); (3) the effects of the multiple role situations on family consumption patterns (one lesson); and (4) management of family resources in a multiple role situation (includes lessons on managing household tasks, child care, and budget adjustments). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 504 CE 019 931

Hovey, Jan

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-51p.; Not available in hard copy due to light and broken type in the original document. For related documents see CE 019 896-967

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Answer Keys, *Consumer Education, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, *Metric System, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on the metric system is the seventh in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) understanding the metric system (with lessons on the history of the metric system, reasons for changing to metric, and metric terminology) and (2) weights and measures of the metric system (with a lesson on working with the metric system). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-36p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, Educational Objectives, *Employment Opportunities, Higher Education, *Home Economics Education, Job Analysis, Job Market, *Job Search Methods, Learning Activities, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on analyzing job market opportunities is the first in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following module objective and overview, two units of instruction are presented: (1) assessing job performance and job market trends (includes lessons on references for job opportunities and trends, resource persons for job opportunities and trends, and determining community need for entry-level jobs) and (2) assessing trainee characteristics (includes lessons on obtaining information about students and assessing personal traits). Each lesson includes a narrative summary, suggested activities, suggested resources (readings), and progress checks. Also included are unit progress tests and a list of suggested module resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 506 CE 019 933

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-52p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Advisory Committees, Answer Keys, Educational Objectives, Financial Support, Higher Education, *Home Economics Education, Learning Activities, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, *Program Development, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on developing occupational programs is the second in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) administrative approval and funding (includes lessons on identifying program requirements and standards and identifying community and school resources); (2) advisory committees (includes lessons on purpose of an advisory committee, procedures for establishing committees, and organizing and operating a committee); (3) planning and scheduling an occupational program (includes a lesson on types of programs); and (4) program preparations (includes lessons on facilities and equipment, budgeting for the program, and keeping meaningful records and developing a filing system). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). Each unit also includes a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 507 CE 019 934

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-52p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 896-967
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, Educational Objectives, Higher Education, *Home Economics Education, Learning Activities, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, *Program Development, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on implementing occupational programs is the third in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) recruiting students (includes one lesson on contacting students); (2) instructional program (includes three lessons on orientation to the world of work, group and individualized instruction, and developing a plan for individuals); (3) establishing sound employer cooperation, and assisting cooperating employers); and (4) job placement or continuation of education (includes two lessons on the teacher's responsibilities and applying for a job and preparing for a job interview). Each lesson generally includes: a narrative summary, suggested activities, suggested resources (readings), and a progress check. Each unit also includes a progress test. A list of suggested module resources (readings) and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-35p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, Core Curriculum, Educational Objectives, *Evaluation Methods, Higher Education, *Home Economics Education, Learning Activities, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, *Program Evaluation, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on evaluating occupational programs is the fourth in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) evaluation procedures (includes two lessons on program objectives and expected outcomes and evaluation devices for evaluating an occupational program); (2) evaluating the instructional program (includes two lessons on performance versus objectives and verifying objectives); and (3) modifying the instructional program (includes one lesson on analysis and interpretation of evaluation data). Each lesson generally includes a narrative summary, suggested activities, suggested resources (readings), and a progress check. Each unit also includes a progress test. A list of suggested module resources and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 509 CE 019 936

Hennings, Patricia

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-16p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Answer Keys, *Career Opportunities, Educational Objectives, Employment Opportunities, Higher Education, *Home Economics Education, *Home Furnishings, *Interior Design, Learning Activities, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on occupational opportunities related to housing and interiors in a set of two modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) career ladders and lattices in housing and interior furnishing (includes two lessons on career opportunities and employment opportunities), and (2) determining local job market opportunities and entry level skills (includes one lesson on surveying the local market). Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 510 CE 019 937

Hennings, Patricia

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-18p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, Educational Objectives, Higher Education, *Home Economics Education, *Home Furnishings, Learning Activities, Merchandising, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, *Salesmanship, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on required skills for retail sales of furnishings and related household items is the second in a set of two modules on occupational education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) factors to consider when selling furnishing and accessory items for commercial and residential interiors (includes one lesson on the art of selling), and (2) techniques for selling furnishings and related household items (includes one lesson on techniques for selling). Each lesson generally includes a narrative summary, suggested activities, suggested resources (readings), and a progress check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 511 CE 019 938

Byers, Mary
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-41p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, Educational Objectives, *Food Service Occupations, Higher Education, *Home Economics Education, Job Skills, Learning Activities, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on occupational opportunities related to foods and nutrition is the first in a set of three modules on occupational education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) career ladders and lattices in the food service industry (includes three lessons); (2) determining local job market opportunities and entry level

skills (includes four lessons); (3) food service skills related to specific jobs (includes five lessons); and (4) safe food handling and sanitation practices in food service (includes three lessons). Each unit generally includes a narrative summary, suggested activities, and suggested resources (readings). A list of suggested module resources and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 512 CE 019 939

Waskey, Frank

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-53p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Answer Keys, Educational Objectives, *Food Handling Facilities, *Food Service Industry, Higher Education, *Home Economics Education, Learning Activities, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on operations and activities of a food service operation is the second in a set of three modules on occupational education relating to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, seven units of instruction are presented: (1) major work centers (includes three lessons on operation and activities within major work centers, space and equipment required for work centers, and adapting a high school foods laboratory to an occupational food service program); (2) preparation area; (3) salad area; (4) bakery and dessert area; (5) dishwashing areas; (6) serving area; and (7) receiving and storage area. Each unit generally includes the following elements: objective, overview, narrative summary, suggested activities, and suggested resources. A list of suggested module resources (books, periodicals, audiovisuals, equipment catalogs) and a module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 513 CE 019 940

Caid, Joanne

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-31p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, Educational Objectives, *Food Service Industry, Food Service Workers, Higher Education, *Home Economics Education, Learning Activities, *Management, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on managing a food service operation is the third in a set of three modules on occupational education relating to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview one unit of instruction is presented on management, menu planning, and budgeting in a food service operation (includes three lessons, each on one of the aspects named in the unit topic). Each lesson generally includes a narrative summary and suggested activities. A list of suggested module resources (readings) and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 514 CE 019 941

Joseph, Marjory
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-20p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, Educational Objectives, *Employment Opportunities, *Fashion Industry, Higher Education, *Home Economics Education, Learning Activities, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on occupational opportunities related to textiles and clothing is the first in a set of three modules on occupational education relating to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) job and career sources and openings in textiles and clothing (containing a lesson on job and career sources) and (2) social, political, economic, and technological changes related to future needs in textiles and clothing occupations (containing a lesson on future opportunities in textiles and clothing occupations). Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 515 CE 019 942

Henry, Nina

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-23p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Answer Keys, Clothing, Educational Objectives, *Fashion Industry, Higher Education, *Home Economics Education, Learning Activities, Mass Production, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on assembly line garment construction is the second in a set of three modules on occupational aspects of textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) assembly line procedures and construction (includes lessons on garment construction procedures and standards and techniques used to produce quality construction); (2) constructing clothing to meet commercial specifications (includes lessons on types of equipment, sequence of construction, operating a power machine, and identifying construction processes); and (3) differences in textiles and clothing construction related to cost and quality (includes lessons on quality in textiles and clothing construction). Each lesson includes a narrative summary and suggested resources. A list of suggested module resources (readings) and a module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 516 CE 019 943

Gylling, Margaret

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-35p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, Educational Objectives, *Fashion Industry, Higher Education, *Home Economics Education, Learning Activities, *Merchandising, *Occupational Home Economics, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on merchandising textiles and ready-to-wear is the third in a set of three modules on occupational aspects of textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, five units of instruction are presented: (1) fashion industry (with one lesson on the fashion world and consumer behavior patterns); (2) product knowledge (includes lessons on style factors, fabrics and the consumer, and translating product knowledge into sales); (3) salesmanship (with one lesson on effective salesmanship); (4) stockroom operations (includes lessons on departments, and the process of merchandising); and (5) merchandise promotion (with one lesson on techniques of promotion). Each lesson includes a narrative summary and suggested activities. A list of suggested module resources (readings) and a module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (JH)

ED 166 517 CE 019 944

Winston, Nancy

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-21p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, Educational Objectives, *Home Economics Education, *Human Development, *Occupational Information, *Performance Based Teacher Education, Performance Tests, Preservice Education, *Program Development, Resource Materials
Identifiers-Future Homemakers of America, Home Economics Related Occupations

This competency-based preservice home economics teacher education module on occupational opportunities related to human development is the first in a set of four modules on establishing occupational programs in human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) overview of occupational areas related to human development (with lessons in human development occupations and community occupations investigation), (2) occupations related to human development-infancy to elderly (with lessons in entry level jobs and job characteristics and skills), and (3) occupational programs proposals (with a lesson in planning a HERO program for human development). Each unit generally includes the following elements: objectives and overview. Lessons contain narrative summaries, suggested activities and resources, and a progress check or test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available are objectives and suggested activities utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 518 CE 019 945

Boogaert, John

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-16p.; Not available in hard copy due to broken print in the original document. For related documents see CE 019 896-967
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Child Care Centers, *Child Care Occupations, Educational Objectives, *Home Economics Education, *Human Development, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on children's center aide is the second in a set of four modules on establishing occupational programs in human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) preparation for observing in a day care facility (with a lesson involving listening to tapes), (2) volunteering and working with a day care aide, and (3) preparing a presentation of your work experience. Each unit includes objectives and an overview. Lessons contain narrative summaries and suggested activities. A list of suggested resources is included in this module. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 519 CE 019 946

Winston, Nancy
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-31p.; Not available in hard copy due to faint print in the original document. For related documents see CE 019 896-967
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, Educational Objectives, *Home Economics Education, *Human Development, *Performance Based Teacher Education, Performance Tests, *Preschool Programs, Preservice Education, *Program Development, Resource Materials

This competency-based preservice home economics teacher education module on developing programs for preschool children is the third in a set of four modules on establishing occupational programs in human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) early childhood education programs (with lessons in goals and types of programs and regulations for programs), (2) program planning for young children (with lessons in impact of programs on children, principles for developing programs, and a week's schedule for a program and facility design), and (3) organizations concerned with young children. Each unit includes the unit objectives and overview. Lessons contain narrative summaries, suggested activities, and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 520 CE 019 947

Boogaert, John
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-22p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 896-967
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, Educational Objectives, *Home Economics Education, *Human Development, *Nursing Homes, *Occupational Information, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on convalescent home aide is the fourth in a set of four modules on establishing occupational programs for human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) problems and issues facing persons in convalescent facilities (with lessons on aging, understanding the process of death, and special needs of long term patients) and (2) practical experience and skill specialization (with a lesson on experience in a convalescent home). Each unit generally includes the following elements: objectives and overview. Lessons contain narrative summaries, suggested activities, and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 521 CE 019 948

Karikka, Katherine

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-21p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Answer Keys, Career Ladders, Educational Objectives, *Home Economics Education, *Home Management, *Occupational Information, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on occupational opportunities related to home management and supporting services is the first in a set of two modules on occupational programs related to home management. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) career ladders and lattices in institutional home management and supporting services (containing a lesson on housekeeping skills and consumer services) and (2) determining local job market opportunities and entry-level skills (containing a lesson on local job opportunities). Each unit generally includes the following elements: objectives, overviews, narrative summary, and suggested activities and resources. Also included is a chart of a home economic career ladder, a sample job description, and a sample job analysis outline. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 522 CE 019 949

Karikka, Katherine

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

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Descriptors-Adult Programs, Answer Keys, Educational Objectives, *Home Economics Education, *Home Management, *Occupational Information, *Performance Based Teacher Education, Performance Tests, Preservice Education, Program Development, Resource Materials, Safety

This competency-based preservice home economics teacher education module on occupational preparation for jobs utilizing housekeeping skills is the second in a set of two modules on occupational programs related to home management. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) housekeeping tasks and performance standards (containing a lesson on development of a program for training household workers), (2) safety practices (containing a lesson on identification of potentially hazardous working conditions), and (3) developing a housekeeping program (containing a lesson on an adult training program). Each unit generally includes the following elements: unit objectives, unit overview, narrative summary, suggested activities, and suggested resources. Also included are the six following appendixes: a list of problem areas in performance of housekeeping tasks; ways to use cleaning agents; work situations associated with fatigue; work heights; illustrations of hazardous working conditions; and an outline for an adult program. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 523 CE 019 950

Chesemore, Jan

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-31p.; Not available in hard copy due to light and broken print in the original document. For related documents see CE 019 896-967

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Answer Keys, *Community Characteristics, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on characteristics of economically depressed areas is the first in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) criteria for economically depressed areas, (2) economically depressed area needs, and (3) community structure in economically depressed areas. Each unit includes the following elements: unit objective and overview, narrative summary, suggested activities and resources, progress check, and an answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen home economics programs CE 019 900 .) (CT)

ED 166 524 CE 019 951

Karikka, Katherine
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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-29p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, Community Characteristics, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, Life Style, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on life style characteristics of economically depressed areas is the second in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) values and goals, (2) environmental and economic influences, (3) cultural and social influences, and (4) influences of mass media. Each unit includes a unit objective and overview and suggested activities. This module also contains a list of suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 525 CE 019 952

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-48p.; Not available in hard copy due to faint print in the original document. Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Community Resources, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on community resources for economically depressed areas is the third in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) identification of resources available to economically depressed areas and (2) analysis and utilization of resources available to economically depressed areas. Each unit includes the following elements: unit objective and overview, narrative summary, and suggested activities. Suggested resources and a list of references are also included. Appended is a food-resource handbook for Echo Park, California, and nearby communities. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900 .) (CT)

ED 166 526 CE 019 953

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
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Note-26p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, Curriculum Development, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Program Development, Resource Materials, Teaching Techniques

This competency-based preservice home economics teacher education module on developing and implementing programs for economically depressed areas is the fourth in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) curriculum modifications (containing lessons on identifying and addressing specific needs) and (2) teaching techniques (containing a lesson on adapting techniques to learning characteristics). Each unit includes an objective and overview and a unit progress test. Lessons contain a narrative summary, suggested activities, and resources. Suggested resources for this entire module are also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 527 CE 019 954

Hennings, Patricia

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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

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Note-46p.; For related documents see CE 019 896-967 ; Back cover contains small print

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EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Low Rent Housing, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Social Influences

This competency-based preservice home economics teacher education module on low income housing is the first in a set of three modules on housing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) life-styles and low-income housing (with a lesson on low-income shelter and its possible impact on life style), (2) strengths and limitations of diverse low-income housing (with a lesson on low-income housing), (3) social conditions (with a lesson on social influences on shelter), and (4) landlord tenant responsibilities (with a lesson on landlord-tenant relations). Each unit includes the unit objective and overview. Lessons contain narrative summaries, suggested activities and resources, and a progress test. Appended are comparative elements of federally assisted housing programs; shelter journals and periodicals; characteristics of high and low cost public housing families; and some physical and visual attributes of the housing bundle. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 528 CE 019 955

Hennings, Patricia
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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
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EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, Federal Programs, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, *Public Housing, Resource Materials

This competency-based preservice home economics teacher education module on government housing programs is the second in a set of three modules on housing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) regulatory agencies (with a lesson on housing agencies) and (2) government housing resources and income (with a lesson on government housing income restrictions). Each unit includes the unit objectives and an overview. Lessons contain narrative summaries, and suggested activities and resources. Appended are comparative elements of federally assisted housing programs; Section 8 Housing Assistance Payments Program existing housing (applicant and owner information); and explanation of the housing authorities of the city and county of Fresno. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available are objectives and suggested activities utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 529 CE 019 956

Hennings, Patricia
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-23p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Home Furnishings, Low Income, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on low income furnishings is the third in a set of three modules on housing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) furnishing alternatives (with lessons on buying new furnishings, purchase and restoration of used furnishings, and obtaining shared or donated items) and (2) furnishing items for low-income budgets (with a lesson on makeshift furnishings). Each unit includes the unit objective, overview, and a progress test. Lessons contain a narrative summary, and suggested activities and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 530 CE 019 957

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
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Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Food, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on food availability in economically depressed areas (EDA) is the first in a set of three modules on foods and nutrition in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) characteristics of markets in economically depressed areas (with a lesson on types of markets and implications for the EDA), (2) food assistance programs (with lessons on food stamp and commodity food programs and on feeding children and the elderly), and (3) cultural and psychological factors which influence food spending among EDA families. Each unit includes the objective, overview, and a progress test. Lessons contain a narrative summary, suggested activities and resources, progress check, and answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 531 CE 019 958

Chesemore, Jan
California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
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Note-30p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Food, *Home Economics Education, Low Income, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on low income food patterns is the second in a set of three modules on foods and nutrition in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE C19 901-967.) Following the module objective and overview, three units of instruction are presented: (1) relationship of food patterns to behavior, (2) modifying food patterns, and (3) food as a social factor. Each unit includes the following elements: objective, overview, narrative summary, suggested activities and resources, progress check, and answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 532 CE 019 959

Chesemore, Jan

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

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EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Food, *Home Economics Education, Low Income, *Performance Based Teacher Education, Performance Tests, Planning, Preservice Education, Resource Materials

This competency based preservice home economics teacher education module on meal management on a low income is the third in a set of three modules on foods and nutrition in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following a module objective and overview, four units of instruction are presented: (1) the food buying plan, (2) comparative shopping, (3) preparation of low-cost meals, and (4) storage. Each unit includes the following elements: objective, overview, narrative summary, suggested activities and resources, and a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 533 CE 019 960

Christensen, Barbara

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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

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EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, *Clothing Instruction, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on clothing the individual and family is the first in a set of two modules on textiles and clothing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following a module objective and overview, two units of instruction are presented: (1) identifying needs (with lessons on values, needs, and resources; and comparative shopping) and (2) developing self-concept through clothing and personal appearance. Each unit includes an objective and overview. Lessons contain a narrative summary, suggested activities, and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 534 CE 019 961

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
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Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Clothing Instruction, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on utilizing resources for clothing and textiles is the second in a set of two modules on textiles and clothing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following a module objective and overview, three units of instruction are presented: (1) identifying clothing resources (with lessons on sources of clothing and personal resources), (2) utilizing clothing resources (with lessons on buying clothing to meet needs and knowing when to buy), and (3) extending garment life (with lessons on proper maintenance and alterations). Each unit includes an objective, overview, and progress test. Lessons contain narrative summaries, suggested activities, and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 535 CE 019 962

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
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Note-21p.; Not available in hard copy due to light and broken type in the original document. For related documents see CE 019 896-967
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, Family Attitudes, Family Background, *Family Characteristics, Family Environment, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on characteristics of economically depressed area families is the first in a set of three modules on human development in economically depressed areas (EDA). (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following a module objective and overview, two units of instruction are presented: (1) family and individual patterns (with lessons on family background, attitudes and patterns toward the education system, and family structure and role differentiations) and (2) factors influencing EDA families (with lessons on physical environment and psychological effects, and the verbal environment). Each unit includes an objective and overview. Lessons contain narrative summaries, suggested activities and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 536 CE 019 963

Boogaert, John

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-22p.; For related documents see CE 019 896-967 ; Back cover contains small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Answer Keys, *Child Development, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, Parenthood Education, Parent Role, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on the child and the economically depressed area family is the second in a set of three modules on human development in economically depressed areas (EDA). (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) effects of parents' role; philosophy, culture, and environment in a child's development in an EDA environment family (with lessons on understanding, poverty, research, and collecting and reporting data) and (2) assisting in the education for parenthood of young children in an EDA (with lessons on teaching reading and program development). Each unit includes objectives and overviews. Lessons contain narrative summaries and suggested activities and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 537 CE 019 964

Boogaert, John

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
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Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Family Resources, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on resources for the economically depressed area family is the third in a set of three modules on human development in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) resources designed for family crises (with lessons on gathering, organizing, and disseminating information on agencies designed to help families in crisis) and (2) resources for individual and family growth (with a lesson on creating and planning a comprehensive activity). Each unit includes an objective and overview. Lessons contain narrative summaries and suggested activities. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 538 CE 019 965

Nelson, Vaunden

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Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

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Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Family Management, Financial Support, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials, Skill Development

This competency-based preservice home economics teacher education module on management skills is the first in a set of three modules on management in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) identifying skills (with lessons on management strengths, identifying strengths, and developing management skills) and (2) identifying alternative resources (with lessons on local financial alternative resources and federal, state, and county financial alternatives). Each unit includes the objectives and overviews; unit two has a progress test. Lessons contain narrative summaries and suggested activities and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 539 CE 019 966

Nelson, Vaunden

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-37p.; For related documents see CE 019 896-967 ; Back cover contains small print

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Answer Keys, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Money Management, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on money management is the second in a set of three modules on management in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) the financial plan (with lessons on identifying financial resources, collecting information on financial plans, and developing, evaluating, and controlling the financial plan), (2) identification of alternatives (with lessons on decision-making, food, clothing, housing, equipment, and transportation), and (3) financial crises (with lessons on credit, counseling, investigating alternatives, and evaluating debt). Each unit includes the following elements: objectives, overview, and a progress test. Lessons contain narrative summaries, suggested activities, resources, and a progress check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

ED 166 540 CE 019 967

California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-31p.; Not available in hard copy due to broken type in the original document. For related documents see CE 019 896-967
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, *Consumer Protection, *Depressed Areas (Geographic), *Economically Disadvantaged, Educational Objectives, *Home Economics Education, *Performance Based Teacher Education, Performance Tests, Preservice Education, Resource Materials

This competency-based preservice home economics teacher education module on marketing practices in relation to low income clientele is the third in a set of three modules on management in economically depressed areas (EDAs). (This set [illegible] part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education MATCHE see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) psychology of marketing and advertising in EDAs (with lessons on deceptive sales practices), (2) psychology of in-house sales (with lessons on door-to-door, phone, and mail-order sales), and (3) consumer-clerk relations. Each unit generally includes the following elements: objective, overview, and progress test. Lessons contain suggested activities and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs CE 019 900 .) (CT)

Scheller, Myrnabelle B.

Occupational Advisory Committees: A Theoretical Model to Meet Current Societal Trends.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Pub Date-Jul 78

Note-81p.; Master's Thesis, University of Wisconsin - Stout

Pub Type- Dissertations/Thesis (040) - Information Analysis (070) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Advisory Committees, Community Involvement, *Cooperative Planning, *Curriculum Planning, Educational Coordination, Educational Needs, Educational Objectives, Interinstitutional Cooperation, *School Community Relationship, School Industry Relationship, *Vocational Education

Identifiers-Wisconsin

Following a literature review of occupational advisory committee models, a model meeting twentieth-century needs and trends was developed. The design and organizational structure of the model provides for the following: a planned, accountable method of accomplishing goals and for promoting the image of vocational education; a planned, accountable method for providing a competency-based, task-oriented, skill-producing curriculum; and a coordinated total assessment and a cooperative effort between industry and vocational education from the grass-roots level of the community being served. The findings include the following: (1) the occupational advisory committee model, as discussed in the literature, is non-specific in schematic form and only partially exists at the local level; (2) the strength of the literature model is in the concept of vital role (the connecting link between the educational agency and industry); (3) methodology for the utilization of advisory committees is lacking in the research writings of vocational educators; (4) a gap exists between theory and function, and (5) the newly proposed model should meet the purpose of advisory committees, the need for a cooperative effort by all existing educational institutions, and the current societal trends better than do existing models. (EM)

Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor. Report No. 117.

Education Commission of the States, Denver, Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Grant-G007C0096
Note-78p.; For related documents see CE 019 979-981 ; Parts may be marginally legible due to small print
Available from-Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Business Responsibility, *Career Education, *Community Involvement, *Cooperative Planning, Educational Planning, *Educational Policy, Government Role, National Surveys, Policy Formation, *School Community Cooperation, School Industry Relationship, State of the Art Reviews, Statewide Planning
Identifiers-United States

This booklet, the first in a series of four, reports the information obtained during a national survey regarding the current state-level collaborative efforts of business/industry, labor, government, and education in career education planning and implementation. Following a brief introduction and an overview of the collaborative process (with some examples), the content is presented in three sections. The first covers the data collected from the state career education coordinators, including a table summary of the state-by-state responses regarding existing policy, policy development in process, and the involvement of business, industry, and labor. The next section presents the responses from the business/industry and labor communities and includes a table summary of data regarding current involvement in career education activities, the involvement of state officials, initial reasons for becoming involved, and factors that encouraged involvement. Responses from thirteen career areas are covered, including agribusiness and natural resources, business and office, communications and media, manufacturing, and public service. The last section briefly summarizes the survey findings and presents Task Force on Career Education recommendations concerning the recruitment of business/industry/labor representatives, diversity and representativeness, the establishment of a common agenda, the collaborative process, and a knowledgeable coordinator. (EM)

ED 166 543 CE 019 979

Andersen, Carol

Legislating for Career Education: A Handbook for State Policy Makers. Report No. 118.

Education Commission of the States, Denver, Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Grant-G007C0096
Note-87p.; Parts will not reproduce well due to small or italicized print; For related documents see CE 019 978-981
Available from-Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Advisory Committees, *Career Education, Community Involvement, Community Programs, *Educational Legislation, Educational Objectives, Educational Policy, *Governance, Governmental Structure, Government Role, Policy Formation, *Program Administration, Program Coordination, Program Planning, School Community Relationship, State Programs
Identifiers-United States

This booklet, the second in a series of four, was designed by the Task Force on Career Education as a handbook for state policy makers who are responsible for legislating the full implementation of career education. The content is presented in seven sections. The first on legislative leadership covers the goals and objectives of career education and the rationale for a comprehensive career education law. The next section briefly discusses career education terms and objectives and their implications for legislation. The third section covers administrative structures at the local level and includes the creation of planning districts, local needs assessment and planning activities, and five-year career education plans. In section four the focus is administrative structures at the state level, including public information and technical assistance, coordination with related programs, and the state career education plan. The fifth section on governance structures at the local level covers career education advisory councils, while the sixth on governance structures at the state level discusses the state career education advisory council, reporting, and council membership. The last section focuses on funding and programs. The appendixes include suggested provisions for a career education act, a conference report concerning the Career Education Incentive Act, and linkages between career education and related education programs. (EM)

ED 166 544 CE 019 980

Andersen, Carol

An Overview of State Career Education Laws. Report No. 119.

Education Commission of the States, Denver, Colo.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 79

Grant-G007C0096

Note-46p.; Not available in hard copy due to small print in the original document. For related documents see CE 019 978-981

Available from-Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Education, Educational Legislation, Educational Policy

Identifiers-United States

This booklet, the third in a series of four, provides examples of career education legislation that has been enacted in twenty-one states. The legislation, grouped into categories, is presented in four sections, as follow: (1) appropriations and resolutions, (2) supporting legislation, (3) implementation legislation, and (4) education reform legislation. The last section contains brief state-by-state narrative accounts of enacted career education legislation. The states covered are Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, New Jersey, Ohio, Utah, Virginia, and Washington. (EM)

Ahmann, Nancy Cain
Career Education: The Policies and Priorities of Businesses, Organizations and Agencies. Report No. 120.
Education Commission of the States, Denver, Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Grant-G007C0096
Note-38p.; Not available in hard copy due to small print in the original document. For related documents see CE 019 978-980
Available from-Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Policy, *Career Education, Educational Philosophy, Educational Policy, *Organizations (Groups), *Policy Formation
Identifiers-United States

This booklet, the last in a series of four, acquaints individuals within public and private organizations and agencies who are interested in developing formal career education policy statements with the policy positions, trends, and priorities of other groups within the public and private sector. Following an introduction, the content is presented in four sections. The first covers the concept of career education and its components. The next section, which constitutes half of the document, is of particular career education issues that individual organizations have addressed within their position papers, policy statements, resolutions, and other documents (e.g., program statements and reports). The organizations covered in the checklist represent business and industry, labor, education, special interest groups, and government agencies and advisory councils. In section three organizational patterns of emphasis revealed by the checklist are briefly discussed. The last section provides for those individuals with strong interests in career education five suggestions for action. Some sample policy statements, position papers, resolutions, and organizational philosophies are attached. (EM)

Development of a Model Preparatory Business Program for Educationally Disadvantaged Students. Occupational Education Exemplary Project Final Report.

Martin Community Coll., Williamston, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; North Carolina State Dept. of Community Colleges, Raleigh. Office of Research.
Pub Date-30 Sep 78
Note-81p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Bookkeeping, *Business Education, Business Skills, *Compensatory Education, Consumer Economics, *Developmental Programs, *Economically Disadvantaged, Economic Education, *Educationally Disadvantaged, Educational Objectives, English Instruction, Higher Education, Occupational Guidance, *Office Occupations Education, Remedial Mathematics, Remedial Reading, Student Opinion, Study Skills
Identifiers-North Carolina

A preparatory business program was developed to allow educationally disadvantaged business students enrolled in developmental studies (remedial reading, English, and math courses) to obtain a full course load of twelve or more hours without having to enroll in regular business courses. To develop a model business preparatory program for adaptation by other North Carolina schools, various investigations were made. Eighteen business students, enrolled in developmental courses, were interviewed to determine why they often failed regular business courses. It was concluded that these students with average/above average success in developmental courses were expected to perform on a higher academic level in regular business courses than in developmental courses. Various instructional resources and materials and developmental business programs at Forsyth Technical Institute and Fayetteville Technical Institute in North Carolina were studied. A preparatory business program incorporating career guidance and offering business courses to familiarize students with business and economic principles and practices was developed. (The appendixes, which comprise the bulk of this document, contain the developmental business curriculum, student survey, and project evaluation. Also included are the course descriptions, general and specific objectives, and outlines for introduction to business occupations, modern business practices, bookkeeping, consumer economics, economics of the free enterprise system, pre-business mathematics, and study skills.) (Author/CSS)

ED 166 547 CE 019 997

Hagevig, William

State of Alaska Fire Service Training. Instructor Certification Standards.

Alaska State Dept. of Education, Juneau.
Pub Date-Aug 77
Note-53p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Course Content, Criteria, Equipment, Fire Fighters, *Fire Science Education, Records (Forms), *Standards, *Teacher Certification, Teacher Education, *Teacher Qualifications
Identifiers-*Alaska, *Firefighting Instructors

Designed for local Alaskan fire departments, this pamphlet provides the criteria and qualifications for certificates of firefighter instructors (basic, advanced, master), a list of approved subject categories for each level of certification, sample certification applications, a list of resource publications, and a training course outline (basic and advanced) covering twenty-nine subject areas. The subject areas are the following: orientation, behavior of fire (science), extinguishers and extinguishing agents, small tools and equipment, communications, ropes and knots, breathing equipment, ladders, hoses, mathematics, water supply, fire streams, fire alarm systems, forcible entry, ventilation, rescue, salvage and overhaul, fire prevention and inspection practices, personal safety and hazards, apparatus familiarization, first aid, arson evidence, fireman's law, fire suppression, prefire planning, special fire problems, aircraft fire protection and rescue, fire service records and reports, and specialized equipment and techniques. (JH)

Overview: 1977 Reports of the State Advisory Councils on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.
Pub Date-Nov 78
Note-190p.; For a related document see ED 149 057
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Advisory Committees, Educational Coordination, Educational Policy, *Educational Problems, National Surveys, Program Effectiveness, Program Evaluation, *State Agencies, *Statewide Planning, *Vocational Education
Identifiers-United States

One- to six-page summaries are presented of fifty-six 1977 annual reports of the State Advisory Councils on Vocational Education. Most of the summaries, arranged in alphabetical order, address the effectiveness of vocational education programs, services, and activities in meeting the objectives as set forth in the state plan and recommend changes warranted by the evaluations. Some reports note council activities and special projects or studies commissioned by the councils. Preceding the summaries, two overview sections highlight the topics covered and the recommendations made in all the reports, focusing on the statutory requirements for evaluating the attainment of goals and for recommending changes based on the evaluation. Seven areas which are addressed most frequently in the recommendations are briefly discussed, including the following: funding, coordinating with CETA programs, women/sex equity, and guidance on counseling. (The 1976 report is available as ERIC document ED 149 057.) (EM)

ED 166 549 CE 020 024

Daugherty, Marvin

Articulation Program between Secondary and Postsecondary Institutions in Computer Technology. Final Report.

Indiana Vocational Technical Coll., Indianapolis.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-6 Feb 79
Note-151p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$8.00 Plus Postage.
Descriptors-*Articulation (Program), Computer Science Education, Curriculum Design, *Data Processing Occupations, Interinstitutional Cooperation, *Job Skills, Learning Modules, *Performance Based Education, Postsecondary Education, *Program Development, Secondary Education

A performance-based articulation program in data processing was developed between a secondary and postsecondary institution. Focus was on communication between secondary and postsecondary schools related to articulation needs, development of a common data base, and the identification of career options. The project had nine objectives, among which are the following: (1) to develop a system which eliminates the duplication of learned skills, (2) to identify program area articulation opportunities at the secondary and postsecondary levels, (3) to organize a performance-based instructional program for data processing where competencies are set for the secondary and postsecondary levels, (4) to construct the specific curriculum for each occupation within a program

area through the use of task inventories, (5) to write instructional modules for each occupation within a program area, and (6) to develop criterion-referenced tests for each module. A project evaluation indicated that the objectives were accomplished and the two institutions made good progress toward articulation. (The appendix, comprising two-thirds of this report, contains the following: data processing competencies for computer programming, computer operations, and key punch operator; a program matrix and job mobility chart; a secondary and postsecondary course of study; a curriculum matrix for data processing; examples of three modules; a student progress checklist; and a task analysis guide.) (EM)

ED 166 550 CE 020 029

Edington, Everett And Others

New Mexico State Univ., Las Cruces. Bureau of Educational Research.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-15 Aug 77

Grant-G007603862

Note-287p.; Best copy available

Pub Type- Reports - Research (143) - Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Curriculum Development, Curriculum Evaluation, *Educational Needs, Educational Objectives, Employers, Employment Opportunities, Employment Practices, Employment Trends, *Energy, Job Development, *Job Skills, Learning Activities, *Manpower Needs, Occupational Information, Occupational Surveys, Postsecondary Education, Skill Development, *Solar Radiation, Staff Improvement, Technical Education, Trade and Industrial Education, *Utilities, Vocational Education

Identifiers-*Arizona, *New Mexico

The energy manpower research project was established to review the process used to identify skills needed in emerging energy sources and to discover any new occupations for which additional post-high school, vocational/technical training would be needed. A supplemental part of the project was the development of a solar energy instructional module. In the investigative work, energy sources examined were coal, gasification, geothermal, nuclear, solar, waste products, and wind. Arizona and New Mexico employers were interviewed concerning energy policies and manpower needs. Respondents cited lack of a federal energy policy as the greatest deterrent to alternative energy sources development. Job titles provided by employers generally referred to conventional trades, such as pipefitter, electrician, and welder. (Appendixes include interview materials, lists of perceived existing and emerging policies, and manpower needs for operation of two coal-fired generating plants. The remainder of the report is primarily devoted to the presentation of the solar energy instructional module. Also reviewed are module preparation procedures and evaluations. The module is divided into seven units: using solar energy, locating the sun, solar energy systems, collections, storage, distribution, and representative solar energy systems for heating homes. Units contain objectives, terms and definitions, information sheets, activities, assignment sheets, tests, answers, and references.) (Author/CSS)

ED 166 551 CE 020 036

Kaufman, Jack J.
Development and Implementation of an Innovative Program of Vocational Special Needs Teacher Preparation. Final Report.
Idaho Univ., Moscow. Coll. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Grant-G007701162
Note-50p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cost Effectiveness, Curriculum Development, *Delivery Systems, *Inservice Teacher Education, Postsecondary Education, *Special Education, *Vocational Education
Identifiers-*Idaho

The development of a vocational education special needs teacher education delivery system which could with economic feasibility meet the inservice needs in Idaho's 115 school districts and six postsecondary vocational schools was the purpose of this study. Six persons were selected to serve as affiliate faculty members at the University of Idaho. During the course of an eight-week summer session, the six affiliate faculty members developed two three-semester credit courses for presentation in the next academic year. Sites for presentation were chosen near the homes of the affiliate faculty members. (The reduction of travel expense associated with this plan was identified as the key to the increase in cost effectiveness of the project.) During the fall semester, the first course, Identifying Vocational Special Needs Students, was presented to 106 students. During the year-end holidays, another affiliate faculty member was identified and the second course, Modifying Programs for Vocational Special Needs Students, was offered at seven sites to 134 students. Evaluative data of student perceptions of the courses were collected, and these indicated that the classes were generally well received by the students. Based on observation of the first year's performance of the model developed in the project, it was concluded that the affiliate faculty delivery model was a very cost effective system for providing inservice teacher education in vocational special needs. Finally, it was recommended that an affiliate faculty delivery system be considered in rural states which have a need for inservice teacher education. (Course syllabi are included in the appendixes.) (JH)

ED 166 552

CE 020 038

Rogers, William Zanzalari, J. Henry

After Twenty-Five Years: A Twenty-Five Year Follow-up Study of Middlesex County Vocational and Technical High School Graduates of the Class of June 1953.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-Jan 79

Note-72p.; Not available in hard copy due to weak and broken type in the original document

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Data Analysis, *Employment Experience, Graduate Surveys, *High School Graduates, *Marital Status, Military Service, Persistence, Questionnaires, *Technical Education, *Vocational Education, *Vocational Followup

Identifiers-New Jersey (Middlesex County)

A twenty-five-year follow-up study was conducted to determine the occupational, educational, marital and armed forces experiences of the graduating class of 1953 from the Middlesex County Vocational and Technical high schools located in New Brunswick, Perth, Amboy, and Woodbridge, New Jersey. Data, in the form of questionnaire responses, were obtained from ninety-four of 108 class graduates. Results revealed that seventy-five percent of all graduates resided within the boundaries of New Jersey. A total of fifty-nine percent of them have lived within Middlesex County at least twenty years since graduation and sixty-six percent have lived in the county for at least fifteen years. In regard to marital status, eighty-seven percent of the respondents were presently married. Approximately fifty five percent of the graduates participated in some form of military service. In regard to employment, the results include the following: eighty-four percent of the respondents were full time employed; ninety-one percent of the working respondents were employed at jobs where they worked forty hours or more; sixty percent resided 0-10 miles from their jobs; approximately seventy-eight percent were earning $15,000 or more; eighty-six percent stated that they were satisfied with their employment; and approximately sixty percent of the respondents are working in the trade area for which they received training while attending Middlesex County Vocational and Technical high schools. It was concluded that no major changes need to be made in the vocational and technical high school programs as now offered in Middlesex County. (JH)

ED 166 553 CE 020 039

Evaluation of Certain Aspects of Vocational Education Personnel Development Centers. Interim Report.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Pub Date-28 Feb 79
Note-115p.; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Comparative Analysis, Leadership Training, Postsecondary Education, Teacher Education, Technical Reports, *Vocational Education
Identifiers-Indiana University of Pennsylvania, Pennsylvania, Pennsylvania State University, *Personnel Development Centers, Temple University PA, University of Pittsburgh PA, Vocational Education Planning District Centers

The activities of four vocational education planning district (VEPD) centers in Pennsylvania (Temple University, Indiana University of Pennsylvania, The University of Pittsburgh and Pennsylvania State University) are evaluated in this report. Following an introduction to the evaluation project, the report consists of five sections: a summary of the four centers and an individual report on each. The summary outlines the structures, funding levels, funded activities, uniqueness, special problems, and the general progress of the center. Each report consists of a short narrative followed by parallel format information sheets for each funded activity for the center. The information sheets contain several items of information. Included at the top of each report form is the name of the institution, activity being studied, the identifying number, the amount of funding, and the approximate percentage of full funding for the activity. The bottom section of each sheet, arranged in three columns, presents the following information: (1) the common center objectives provided by the Pennsylvania Department of Education and agreed to by the centers, (2) a summary of the actual institutional proposal which forms the basis of each contract, and (3) statements and comments made by the evaluator regarding progress toward achieving the objectives of the activity. (JH)

ED 166 554 CE 020 045

Poison Awareness: A Discussion Leader's Guide.
National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Consumer Product Safety Commission, Washington, D.C.
Pub Date- 77
Note-54p.; Not available in hard copy due to reproducibility problems. For a related document see CE 020 046
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Care, Educational Interest, Educational Needs, *Family Environment, Health, Learning Activities, Perception, *Prevention, Program Evaluation, *Safety Education, Secondary Education
Identifiers-*Poisons

Because over 40,000 children are annually poisoned by household products, this guide for group leaders emphasizes hazards and preventive actions. Major objectives are defined: (1) to raise the audience's knowledge/awareness level concerning major hazards associated with potentially poisonous household products, (2) to point out primary hazard patterns associated with ammonia, aspirin substitutes, over-the-counter antihistamines, the petroleum distillates, and (3) to inform, educate, and effect behavior changes in the audience about proper selection, use, storage, disposal, and emergency procedures related to these products. The guide is divided into seven sections; section 1 describes the contents of each chapter. Chapter 2 contains basic information on accidental poisoning and poison prevention related to children age five and under. The third chapter provides tools to help the leader identify group concerns and needs. Chapter 4 contains a sample text of opening comments for the leader's presentation. A series of activities designed to help group members become aware of potential poisons in the home and develop behaviors to prevent accidental poisoning are suggested in chapter 5. Chapter 6 focuses on identification of poison-preventive measures participants should plan to take as a result of the presentation, and the final chapter provides evaluation forms for participant feedback. (For the resource book for teachers, grades 7-9, see CE 020 046.) (CSS)

ED 166 555 CE 020 046

Poison Awareness: A Resource Book for Teachers, Grades 7-9.
National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Consumer Product Safety Commission, Washington, D.C.
Pub Date- 77
Note-68p.; Not available in hard copy due to reproducibility problems. For a related document see CE 020 045
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Care, Educational Interest, Educational Needs, *Family Environment, Health, Learning Activities, Perception, *Prevention, *Safety Education, Secondary Education
Identifiers-*Poisons

Because each year hundreds of thousands of children under five are poisoned by common household products, this book is designed as a resource of activities and guidelines for teaching poison prevention to older siblings. The book states three major objectives in teaching seventh through ninth graders: (1) to increase students' knowledge of hazards associated with potential poisonous household products, (2) to inform students about hazards specifically associated with ammonia products, aspirin substitutes, over-the-counter antihistamines, and petroleum distillate products, and (3) to educate students in the proper use, storage, and disposal of potential poisons in the home. The book is organized into four chapters. Chapter 1 offers suggestions on integrating poison prevention into subject areas. Chapter 2 entitled Assessing Needs and Interests'' seeks to help teachers gauge students' initial level of awareness of poison prevention and to identify specific interests. Basic information on potential poisons and poison prevention is provided in chapter 3. The final chapter presents a series of activities in poison prevention and suggests ways of selecting and implementing activities. A list of supplementary materials and sources available is provided in the appendix. (For the dicussion leader's guide see CE 020 045.) (CSS)

ED 166 556 CE 020 051

Little Big Kids, for Ages 3-5.
Consumer Product Safety Commission, Washington, D.C.
Note-16p.; For related documents see CE 020 052-053
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accident Prevention, Early Childhood, Infancy, Parent Participation, *Play, *Playground Activities, Preschool Education, *Safety, *Safety Education

Written for children ages three to five, this book contains several stories and poems about play and safety by four boys and girls of ages seven to fourteen. Illustrations accompany the children's work. The book is intended to be read together by adult and child. It includes a section to assist adults in instructing children about safe use of playground equipment: swings, slides, climbing apparatus, and seesaws. (For safety books for ages six through nine and ages ten through twelve, see CE 020 052 and 020 053.) (CSS)

ED 166 557 CE 020 052

Medium Big Kids, for Ages 6-9.
Consumer Product Safety Commission, Washington, D.C.
Note-24p.; For related documents see CE 020 051-053
Pub Type - Creative Works (030)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accident Prevention, Childhood, Early Childhood, Elementary Education, Parent Participation, *Play, *Playground Activities, *Safety, *Safety Education

Written for children ages six to nine, this book contains short stories and poems about play and safety by four boys and girls of ages seven to fourteen. Illustrations accompany the children's work. The book is intended to be read together by adult and child. Ten safety notes are included and space is provided for the child to write his/her definition of safety. Finally, there is a section to assist adults in instructing children about safe use of playground equipment: swings, slides, climbing apparatus, and seesaws. (For safety books for ages three through five and ages ten through twelve, see CE 020 051 and 020 053.) (CSS)

ED 166 558 CE 020 053

Big Big Kids, for Ages 10-12.
Consumer Product Safety Commission, Washington, D.C.
Note-16p.; For a related document see CE 020 051-052
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accident Prevention, Childhood, Elementary Secondary Education, Parent Participation, *Play, *Playground Activities, *Safety, *Safety Education

Written for children ages ten through twelve, this book contains short stories and poems about play and safety by four boys and girls of ages seven to fourteen. Illustrations accompany the children's work. The book is intended to be read together by adult and child. Tips are provided for the children in assuring the safety of their younger siblings and friends. A connect-the-dots picture is included as well as space for the child's definition and drawing of what safety means to him/her. Finally, there is a section to assist adults in instructing children about safe use of playground equipment: swings, slides, climbing apparatus, and seesaws. (For safety books for ages three through five and ages six through nine see CE 020 051 and 020 052.) (CSS)

ED 166 559 CE 020 054

McKnight, A. James And Others
Motorcycle Education Curriculum Specifications. Final Report.
National Public Services Research Inst., Alexandria, Va.
Spons Agency-National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-803-217
Pub Date-Apr 77
Contract-DOT-HS-5-01182
Note-405p.; The metric chart at the beginning of this document, and certain pages throughout, will not reproduce well because of faint print
Available from-National Technical Information Service, Springfield, Virginia 22161
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors-Academic Achievement, Accident Prevention, Adult Education, *Driver Education, Educational Methods, Educational Objectives, Equipment Maintenance, *Equipment Utilization, Facility Requirements, Instructional Materials, *Motor Vehicles, Performance Specifications, Performance Tests, Postsecondary Education, *Safety Education, Secondary Education, *Skill Development, *Traffic Safety, Travel
Identifiers-*Motorcycle Education

This report contains specifications for a motorcycle safety education curriculum designed to reduce the incidence and severity of motorcycle accidents. The specifications prescribe objectives, prerequisites, methods, materials, equipment, facilities, and proficiency measures for six units of instruction: (1) basic riding skills, (2) street riding principles, (3) street riding skills, (4) maintenance, (5) off-street operation, and (6) preparation for travel. The instructional units are intended to be configured in a variety of ways in order to accommodate the range of interests and experience levels that characterize individuals seeking motorcycle instruction. Six specific courses are identified: basic on-street, basic off-street, comprehensive improvement, on-street transition, and off-street transition. It is reported that the instructional program, developed from the specifications by the Motorcycle Safety Foundation, was pilot tested on forty-eight students and revised to reflect experiences gained during the pilot test. (Author/CSS)

ED 166 560 CE 020 071

Industrial Arts Education Guide for Curriculum and Program Planning, Secondary Level.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date-79

Note-116p.; Not available in hard copy due to reproducibility problems

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Course Content, Curriculum Development, *Curriculum Planning, Educational Objectives, Guides, *Industrial Arts, Learning Activities, *Program Planning, Secondary Education, Statewide Planning

Identifiers-*New York

Guidelines for the development of courses and programs of industrial arts for local school districts in New York State are provided in this guide designed for administrators, curriculum personnel, supervisors, and teachers. Following a discussion of student program options, a basic series of suggested courses (titles and course topics) are provided as a starting point for the development of local industrial arts programs. The courses include the following: ceramics (products and structural ceramics); drawing (developmental and production drawing); electricity; graphic arts (photographics and offset); metals (bench and production metals); (plastic products and processes); power mechanics (small engines and vehicle power); and woods (products and structure). The next series of courses provided are suggested survey courses designed primarily for conceptual development. These include graphics technology (publications and engineering drawing), production technology (construction and manufacturing), and power technology (transportation and aerospace). Following this, program development steps and course development procedures are briefly discussed. The next section provides a list and brief description of the information that should accompany an application for course approval for New York State Diploma Credit; this includes program description, individual course information (title, length, grade level, prerequisites, content outline, and references and resources). An example of individual course information is provided. The last section (the major part of the document) includes an approved teaching guide for a course in wood products. Listed in column format are student objectives, instructional strategies, student learning experiences, and evaluative suggestions. The topics covered in the teaching guide are design, tools and machines, assembly, fasteners, finishes, forestry, and industrial organization. (JH)

ED 166 561 CE 020 102

Annual Adult Education Research Conference. Proceedings (20th, Ann Arbor, Michigan, April 4-6, 1979).

Pub Date-Apr 79

Note-414p.; Some pages in this document will not reproduce well due to small or faint print

Pub Type- Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors-*Adult Education, *Adult Education Programs, *Adult Educators, *Adult Learning, Adult Students, Career Change, Community Colleges, Community Programs, Counselor Training, Educational Attitudes, Educational Needs, Educational Trends, Extension Education, Health Education, Higher Education, Paraprofessional Personnel, Participant Involvement, Program Development, Program Effectiveness, *Research, Self Actualization, Social Environment, Transfer of Training

Identifiers-Adult Performance Level, Germany, Grounded Theory, Intuition, Participation Training, Piaget (Jean), Qualitative Research, Zaire

Papers from numerous research areas in the adult education field are presented. The proceedings contain thirty-five papers, five symposia, one alternate symposium, and eighteen alternate papers. Among the papers included are A Comparison of Approaches to Measuring Outcomes in Adult Basic Education,'' A Critical Analysis of Hill's 'Cognitive Style Inventory',' A Mathematical Programming Model to Recognize Conflict in Adult Education Program Selection,'' A Normative Field Study of Community-Based Senior Group Programs as Settings for Learning Activities for Older Adults,'' A Social Systems Approach to the Analysis of Community Development Pilot Projects,'' A Study of the Impact of Public Opinion upon Educational Decision-Makers,'' A Test of Piagetian Cognitive Development Theory Applied to Small Groups,'' An Attempt at Theory Building from Literature and Field Data,'' Automatic Interaction Detector,'' Crisis in the Steel Industry: Effects of Mass Unemployment on Educational and Vocational Goals and Activities,'' Critical Consciousness and Social Structure in Rural Zaire,'' Determinants of Intention to Participate in Continuing Professional Education: An Empirical Investigation,'' Development and Validation of a Normative Process Model for Determining Priority of Need in Community Adult Education,'' Effectiveness of Voluntary Citizen Advocacy Activities,'' Field Methods for an Inductive Approach,'' and Immigrant Adult Education: Tasks of Adaptation.'' (CSS)

ED 166 562 CE 020 110

Coley, Walton, Ed.

Increasing Collaborative Efforts in Career Education, K-12. A Series of Mini-Conferences. Phase I. Final Report.

InterAmerica Research Associates, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Contract-300-77-0449

Note-315p.; For a related document see CE 020 111

Pub Type - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-Business, *Career Education, *Community Involvement, Community Services, Elementary Secondary Education, Human Services, Labor Unions, *Organizations (Groups), *Program Content, *School Community Cooperation, School Industry Relationship, Site Analysis, Special Services, Student Organizations, Working Women

Identifiers-4 H Clubs, Americaan Legion, Boy Scouts of America, Chamber of Commerce, Comprehensive Employment Training Act, Future Farmers of America., Girls Scouts of the USA, Junior Achievement, National Alliance of Business, National Urban Coalition, Rotary International, Womens American ORT

During 1977-78, a series of Office of Career Education mini-conferences'' was held, each conference devoted to attacking the concept of collaboration in career education from a different perspective. The notes from this set of mini-conferences form the body of this document. (A companion document, CE 020 111, describes the follow-up conferences conducted at various community sites across the nation.) The introduction illustrates the concepts behind the conferences and explains what occurred during conference site visits. In each conference reported, a list of participants is given, issues raised by participants are summarized, and a detailed discussion of each issue is presented. The first two conferences, entitled Conceptualizers, discuss the term collaboration'' in career education and how it pertains to business/labor/industry/service organizations. A site directors conference follows. Conferences for the following organizations are included: Boy Scouts of America/Girl Scouts of the USA; Labor Unions; National Alliance of Business; Junior Achievement; American Legion/American Legion Auxiliary; 4-H; CETA: Business and Professional Women's Clubs; National Urban Coalition; Rotary International; Women's American ORT; Chamber of Commerce; and Future Farmers of America. Details of a Super Mini-Conference are also reported. A roster of participants is appended. (CT)

ED 166 563 CE 020 111

Increasing Collaborative Efforts in Career Education, K-12. A Series of On-Site Mini-Conferences. Phase II. Final Report.

InterAmerica Research Associates, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Contract-300-77-0449
Note-436p.; For a related document see CE 020 110
Pub Type - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors-*Career Education, Community Influence, *Community Involvement, Community Programs, Elementary Secondary Education, Organizations (Groups), Policy Formation, Program Content, Program Development, *Program Evaluation, *School Community Cooperation, *School Industry Relationship, *Site Analysis
Identifiers-Arizona (Mesa), Colorado (Denver), Florida (Miami), Florida (St. Petersburg), Illinois (Chicago Heights), Kentucky (Louisville), Massachusetts (Worcester), Michigan (Alma), Michigan (Livonia), New York (New York), Ohio (Akron), Ohio (Upper Arlington), Oregon (Portland), Pennsylvania (Philadelphia), Utah (Salt Lake City)

The proceedings at fifteen career education site visits are detailed in this phase 2 final report. (Phase 1, community organization mini-conferences, is described in CE 020 110.) Notes from these visitations cover such programs as career education centers, school system-based programs, and education-work councils. Several site-visit purposes are examined: a mutual education process; tying together of national and local processes; network development for community-based career education; and inputs to the U.S. Office of Career Education, in general, and to a policy statement on collaboration, specifically. Each site visit description contains a program presentation, participant reports, a conference discussion, participant recommendations, conference agenda, and a list of participants. Site visits at the following locations are described: Chicago Heights, Illinois; Livonia, Michigan; Mesa, Arizona; Denver, Colorado; New York, New York; Akron, Ohio; Louisville, Kentucky; Miami (Dade County), Florida; St. Petersburg, Florida; Worcester, Massachusetts; Upper Arlington, Ohio; Portland, Oregon; Salt Lake City, Utah; Alma, Michigan; and Philadelphia, Pennsylvania. A list of acronyms used in the document and their descriptions conclude the report. (CT)

ED 166 564 CE 020 117

Greer, Holly S. And Others

Research to Eliminate Vocational Education Role Stereotyping Effectively. REVERSE. Final Report.

Northern Michigan Univ., Marquette.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Oct 78

Grant-G007701966

Note-222p.; Not available in hard copy due to small, light print in the original document ; Photos will not reproduce clearly

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Career Awareness, *Career Choice, Decision Making, Elementary Secondary Education, Females, Males, Occupational Information, Program Evaluation, Role Models, Rural Urban Differences, Self Concept, Sex Discrimination, *Sex Role, *Sex Stereotypes, Social History, *Student Attitudes, Student Evaluation, Success Factors, Time, Values, *Vocational Education, Working Women

A quasi-experimental field research project was carried out in twenty intact classrooms in eight different schools in the central area of the upper peninsula of Michigan across two semesters. Five hundred and twenty-two public school students participated in a static-group comparison research project, designed to effect changes in student sex role stereotypic attitudes and information accuracy regarding women's activities in the world of work. The intervention in this two-by-two-by-two-by-three factorially designed research project was carried out by two counselor-teachers, members of the project team. They went into the experimental condition groups once a week and presented, through a variety of approaches, information about career choice options for men and women. Though findings did not carry out the hypotheses of the research staff, some important information did emerge that will be useful for further attempts to eliminate sex stereotyping in vocational education and occupations. Results included some minimal influence of the urban-rural dimension and the treatment dimension upon sex-role stereotypic attitudes, no effects upon information accuracy scores, and a significant treatment effect upon career choice shifts. (Appendixes include (1) facsimile of test instrument, (2) lesson plan outlines for fifth, ninth, and twelfth grades, (3) description of role model teams, (4) teacher and student evaluations, (5) individual student data, and (6-9) Newman-Keuls Procedures. (Author/CSS)

ED 166 565 CG 013 049

Norman, Diane E.

Supervision. A Higher Education Training Monograph.

Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-Sep 78
Grant-31-26-7405
Note-46p.
Pub Type- Guides - General (050)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Communication Skills, Decision Making Skills, *Educational Administration, Higher Education, *Job Skills, *Leadership Styles, *Management Education, Off the Job Training, *Skill Development, Supervisors, *Supervisory Training

This training module stresses the participatory management approach to effective supervisory behavior. Emphasis is placed upon the need-dispositions of subordinates in order to stage highly motivating work environments. Taken into account are interrelationships between the nature of the organization, characteristics of subordinates, leadership functions required of supervisors, and values and assumptions about the world of work held by supervisors. This two-day training program is designed to provide new and would-be supervisors with a theoretical and practical framework to help them understand the concepts of supervision and leadership in work settings. It should also provide trainees with fundamental principles and considerations for helping employees to improve their knowledge and skills in working with people. Training includes identification of: a personal theory of supervisory behavior; a practical basis for acting; implementation strategies and techniques; and supervisory performance evaluation methods. Training methods include: lecturettes, self-assessment exercises, group exercises, role play situations, and films. (Author/JLL)

ED 166 566 CG 013 100

McCutcheon, Lynn

Mental Health and the Measurement of Self-Disclosure.

Pub Date-27 Oct 78

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Disclosure, *Handwriting, *Mental Health, Neurosis, *Personality Tests, Self Concept, *Social Influences, Sociocultural Patterns

Identifiers-*Comrey Personality Scales, *Self Disclosure Questionnaire

One hundred four college students completed the Forty-Item Self-Disclosure Questionnaire (FISDQ) and neuroticism and social desirability subscales from the Comrey Personality Scales. Two weeks later, 76 of them volunteered for a study of handwriting analysis. The handwriting analysis was actually an attempt to obtain a behavioral measure of self-disclosure. Both the inappropriate disclosure and the non-linear hypotheses would have predicted a tendency for neurotics to score closer to the extremes on both self-disclosure measures. Nonsignificant eta'' values were interpreted as failure to support both hypotheses. The correlation between social desirability and handwriting disclosure was -.43; the correlation between social desirability and FISDQ was -.31. Both findings suggest that low disclosers are likely to present themselves in a socially desirable way. FISDQ scores were significantly related to handwriting disclosure, which was interpreted as marginal support for the validity of the FISDQ. (Author)

Reichelt, Paul A.

The Influence of Contraception on Adolescent Sexual Behavior.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.
Pub Date-14 Oct 78
Grant-NU00500
Note-23p.; Paper presented at the Annual Convention of the American Association of Marriage and Family Counselors (36th, Houston, Texas, October 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, *Behavior Patterns, *Community Service Programs, *Contraception, *Family Planning, *Sexuality, Social Problems, Social Responsibility

Effective birth control is needed to combat adolescent pregnancy which is a major health and social problem, the adverse consequences of which have been well-documented along a variety of dimensions. A significant obstacle to the provision of birth control services to teenagers is the belief that such services will encourage adolescent coital activity. The validity of this belief was studied by a longitudinal study which assessed teenage sexual behavior prior to and one year after obtaining oral contraception. Almost all the young women were coitally experienced when they first came to the clinic for birth control. During the year the young women used oral contraception, they showed a very moderate increase in frequency of coitus which was not accompanied by an increase in their current number of sex partners. Given the opportunity to obtain prescription contraception, these adolescent women demonstrated good continuity of usage. These results, considered in conjunction with other research, support the conclusion that providing teenagers with effective birth control will not markedly increase their sexual activity. (Author)

ED 166 568 CG 013 109

Mayfield, Eugene C.

Preparation for Work in Business and Industry.

Pub Date-78

Note-41p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Business Education, *Career Planning, Higher Education, Industrial Training, *Internship Programs, Professional Personnel, *Program Improvement, Research Projects, *Work Study Programs

The one most important ingredient that should be included in the training of Industrial/Organizational (I/O) students who will be entering business and industry is practical experience prior to graduation, a conclusion resulting from two surveys. The first survey was sent to recent I/O graduates newly employed in industry, and asked for an evaluation of their training. The second survey was sent to psychologists who were in a position to employ recent I/O graduates. Sepcial emphasis was given to what respondents felt was the one most important thing that would prepare graduates to work effectively in business and industry. The overall conclusions of both were identical. They felt practical experience should be obtained through internships and similar planned contacts. (BN)

ED 166 569 CG 013 110

Lombardo, John P. Lavine, Linda O.

Self-Disclosure: A Function of Sex or Sex Role?

Pub Date- 77
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Androgyny, *Changing Attitudes, *Disclosure, Family Relationship, Interpersonal Relationship, *Sex Differences, *Sex Stereotypes, *Social Attitudes
Identifiers-*Bem Sex Role Inventory

Sex role differences in self disclosure are more clearly defined than are gender differences. Students filled out a Bem Sex Role Inventory (BSRI) as part of an introductory course requirement. Males and females who scored as either androgynous or stereotyped were selected for four targets: mother, father, male best friend, female best friend. Some results were that: (1) androgynous persons disclosed more, (2) no sex main effect was found, (3) androgynous males disclose more on intimate topics to their fathers, (4) androgynous persons disclose more on imtimate topics to both best friend targets, (5) androgynous females disclose more on non-intimate topics to their fathers than do stereotypical females. The data suggest that self disclosure is a function of sex role and not of biological gender. The greater predictive value of androgyny over gender supports the major assumption that self disclosure is a function of sex role socialization. (BN)

ED 166 570 CG 013 111

Byles, J. A. Maurice, A.

Recidivism and the Utilization of Community Health and Welfare Services by Juvenile Delinquents and Their Families.

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).
Pub Date- 77
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Anti Social Behavior, Community Health Services, *Community Services, *Correctional Rehabilitation, *Delinquency Prevention, *Delinquent Rehabilitation, Foreign Countries, Intervention, Police Action, *Recidivism, Social Problems, Social Work, Youth
Identifiers-*Canada

Services provided by agencies in the community neither reduce the rate of recidivism nor the tendency to commit increasing serious offenses. Subjects in an Ontario, Canada study had committed two or more offenses known to the police. Half the subjects received no service from any of the community agencies. Findings showed: (1) children who received service had a higher rate of recidivism, (2) children receiving intensive'' services had higher recidivism rates than those receiving brief'' services, and (3) severity of offense was unrelated to the amount of treatment. These findings support an argument for strategic non-intervention.'' (BN)

ED 166 571 CG 013 112

Taylor, Peggy And Others
Sexual Attractiveness of Males and Females.
Pub Date-Apr 78
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Body Image, *Changing Attitudes, Females, Feminism, *Interpersonal Attraction, Males, *Physical Characteristics, Self Concept, *Sex Differences, *Sex Stereotypes, Social Attitudes

The most important characteristics for females judging the attractiveness of males, and for males judging females, were eyes, body build and facial complexion. Previously, females tended to place less importance on physical components of attraction for both themselves and men. Possible interpretations are: (1) women have become more egalitarian with respect to their judgment of importance of physical characteristics, (2) women's attitudes may have changed so that they now view males as sexual objects, and (3) the importance of physical characteristics in judging the opposite sex may have increased in general so that the difference may reflect general societal changes. (BN)

ED 166 572 CG 013 135

Houston: Public Attitudes About Crime. A National Crime Survey Report.

Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.

Report No.-SD-NCS-C-23
Pub Date-Jun 78
Note-69p.; For related documents see CG 013 136, CG 013 137; Not available in hard copy due to marginal legibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00700-7)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adults, Behavior Patterns, *Community Satisfaction, *Crime, Fear, Human Dignity, Life Style, *Police Community Relationship, *Public Opinion, *Quality of Life, *Social Attitudes

These city surveys had a twofold purpose: the assessment of public attitudes about crime and related matters and the development of information on the extent and nature of residents' experiences with selected forms of criminal victimization. Attitudianl information was obtained from interviews with the occupants of 4,866 housing units. Because relatively few Houston residents regarded crime as the single most important community problem, the threat of criminal victimization did not strongly influence personal lifestyles, mobility, and decisions relating to the acquisition of a home. Some 85% of the population rated the performance of the local police as no lower than average. Issues of environmental quality, economic and housing conditions, and personal convenience far outweighed concerns about crime. Most residents believed that crime had increased, particularly outside the neighborhood and at the national level. Many people, especially women and persons age 35-64, believed that their chances of being criminally victimized had risen. Women, members of the black community, and persons who had been victimized tended to be more likely than others to think that crime was up; that crime was worse than reported; that parts of the metropolitan area were unsafe; and/or than police performance was below average. (Author)

ED 166 573 CG 013 136

Washington, D.C.: Public Attitudes About Crime. A National Crime Survey Report.

Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Report No.-SD-NCS-C-32
Pub Date-Jun 78
Note-69p.; For related documents see CG 013 135, CG 013 137; Not available in hard copy due to marginal legibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00701-5)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adults, Behavior Patterns, *Community Satisfaction, *Crime, Fear, Human Dignity, Life Style, *Police Community Relationship, *Public Opinion, *Quality of Life, *Social Attitudes

These city surveys had a twofold purpose: the assessment of public attitudes about crime and related matters and the development of information on the extent and nature of residents' experiences with selected forms of criminal victimization. Attitudinal information was obtained from interviews with the occupants of 4,676 housing units. Even though nearly half of all District of Columbia residents indicated they had limited or changed their activities because of crime in the years preceding 1974, most other indicators suggested that the threat of criminal victimization did not strongly influence personal lifestyles or mobility. In selecting new neighborhoods, leaving old ones, and choosing shopping and entertainment locations, considerations included matters of environmental quality, housing conditions, and convenience. Over 80% of the population evaluated police performance as at least average. Although 60% of Washington residents thought that crime in the nation was on the increase, only 25% thought that crime in their neighborhoods had increased. Opinions on crime-related issues were not uniform across all sectors of the city's population, however. Differential effects of the threat of victimization were particularly apparent among women, the elderly, and recent victims. (Author)

ED 166 574 CG 013 137

Schneider, Anne L. And Others

Portland Forward Records Check of Crime Victims.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Dec 78
Grant-76-NI-99-0084
Note-147p.; For related documents see CG 013 135, CG 013 136
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00709-1)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Case Records, *Classification, *Crime, *Data Collection, Information Processing, *Police Action, *Record Keeping, Reliability, Reports, Validity

Analyses of 212 reports of crime incidents from the 1974 Portland, Oregon, victimization survey were conducted. These were matched with official crime reports of the same incidents. The record check described and analyzed the following: differences between survey and police data; the frequency of ``don't know'' responses; patterns of telescoping and their relation to victim characteristics; survey incidents not found in police data; and implications regarding the utility of survey and police data and methods used to collect victimization survey information. Conclusions include: (1) Information obtained through victimization surveys is sufficiently similar to that reported to police so that most crimes are classified the same way by the two sources of data; (2) The survey data contained higher estimates of the dollar loss from the crime; (3) The reliability of validity of the survey data depended upon the type of information considered; (4) For most of the types of information considered, accuracy or completeness did not decline as a function of the time lag between occurrence and interview; (5) The age of the victim was not related to the amount or type of error in the data. (Author)

ED 166 575 CG 013 138

Group Process in Alcohol Education.

American Driver and Traffic Safety Education Association, Washington, D.C.

Pub Date-78

Note-49p.

Available from-American Driver and Traffic Safety Education Association, 1201 Sixteenth Street N.W., Washington, D.C. 20036

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Alcohol Education, *Class Activities, Decision Making, *Drinking, *Group Dynamics, Recreational Activities, Secondary Education, Secondary School Teachers, Teacher Workshops, *Teaching Methods, Training Techniques

This manual describes group process and relates it specifically to alcohol education and to a pilot study conducted in cooperation with the Milwaukee Public Schools. It reports on an effort to prepare teachers to use group process techniques in alcohol education, and on their subsequent use of the process with their high school students. The manual could be a valuable resource for those who prepare teachers to meet classroom responsibilities. The first part presents strategies for the classroom. It gives an overview of group process, discussing why it is worth trying, and how to prepare, use, and evaluate it. A subsection on techniques for alcohol education explores decision-making, and offers discussion hints and suggested activities. The second part describes the pilot study. It discusses an inservice workshop, describing teacher preparation and data collection, and comparing teachers' preconceptions with their experiences after using the material. This second part concludes with a discussion and recommendations; it recaps the project design, and presents pros and cons of the group process approach. (Author/JLL)

ED 166 576 CG 013 139

Amico, Joan, Ed. O'Connor, Roderick, Ed.

The American Jail in Transition. Proceedings of the Second National Assembly on the Jail Crisis (Minneapolis, Minnesota, May 17-20, 1978).

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-17 May 78
Contract-77DF-00-0059
Note-55p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00718-0)
Pub Type - Information Analysis (070)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Change Strategies, Civil Liberties, *Correctional Rehabilitation, *Corrective Institutions, Court Role, *Federal Aid, Justice, *Law Enforcement, Organizational Change, *Services, *Standards

The three main themes of this conference jail standards and their effects, services which the local jail should provide, and sources of help (particularly federal funds) for local administrators are discussed. A section on setting standards includes a debate on mandatory national standards for local jails, and addresses issues such as relations between the courts and the jail, civil liability of elected and appointed officials, prisoner rights and responsibilities, and pretrial confinement. A section on providing services covers the following topics: juvenile justice, services jails should provide, intake and diagnostic programs, programs for incarcerated women, educational and vocational training, delivering services in the rural jail, health and medical care, community release programs, employment programs, and diversion of juveniles from jail. The section on developing solutions discusses where to look for solutions, improving jail management, issues in architecture, standards, strategies for upgrading the rural jail, state subsidy, elected officials and jail reform, planning techniques for change, and alternatives to incarceration. Finally, the federal role in jail reform is presented, particularly in terms of financial and technical assistance. (Author/JLL)

ED 166 577 CG 013 140

Brodzindski, Frederick R.

A Comparison of the Functional Responsibilities of Chief Student Personnel Officers in Two and Four Year Institutions.

Pub Date- 77
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrator Responsibility, *Ancillary Services, *College Deans, College Programs, Colleges, Community Colleges, Educational Administration, Higher Education, *Job Analysis, Junior Colleges, Professional Personnel, *Student Personnel Workers

Differences between responsibilities of chief student personnel officers in two-year and in four-year institutions were examined. A questionnaire was developed which consisted of 20 items with each item representing a functional area within the field of student personnel administration. Officers at two-year institutions were found to have significantly more responsibility in the areas of admissions, financial aid, registration and records, intramurals, intercollegiate athletics, veterans programs, and student employment. However, officers at four-year institutions had significantly more responsibility in the areas of health service, residence hall programs, residence hall management, student union programs, and student union management. Similar responsibility existed in eight remaining areas. Results indicate that not only do chief student personnel officers in two-year institutions have responsibility comparable to that of their colleagues in four-year institutions, but in fact they have certain areas of more responsibility. Some areas in which the two-year personnel functions, wheras areas in which four-year officers have more personnel functions, whereas areas in which four-year officers have more responsibility are those which are not particularly relevant to two-year institutions. (Author/JLL)

Stewart, Douglas K.
Evaluation for Criminal Justice Agencies: Problem-Oriented Discussion.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Sep 78
Contract-6-0843-J-LEAA
Note-48p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00710-4)
Pub Type- Reports - General (140)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Evaluation Methods, *Institutional Research, Needs Assessment, *Organizational Effectiveness, *Policy Formation, *Program Evaluation, Research Methodology, Research Problems, State Agencies
Identifiers-*Criminal Justice Agencies

This report discusses considerations involved in placing the evaluation process for criminal justice agencies within an organizational and practical context. The discussion proceeds from the following perspectives: (1) program evaluation is a policy/management tool; (2) various levels of policy and management personnel have numerous and varied evaluation information needs; and (3) rarely is an evaluation so fatally flawed as to be without some relevance to policy. The report identifies potential problems in the conduct of program evaluation so that they can be anticipated, assessed and prevented. Pitfalls in interpreting data for alternative policy purposes are examined. Concerns to be addressed before data collection begins are analyzed to minimize impediments to a successful evaluation. It is noted that during the data acquisition and data analysis stages, certain interpretational problems must be considered, including potential difficulties of transferring programs to new environments or of expanding programs. The final stage of the evaluation cycle is discussed in terms of converting problems into products. The report includes a bibliography, and technical discussions of variables, correlation, and experiments appear in the appendices. (Author)

ED 166 579 CG 013 142

Helbing, Hans

Vocational Maturity and Self Concepts.

Pub Date-Aug 78

Note-24p.; Paper presented at the International Congress of Applied Psychology (19th, Munich, Germany, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Career Choice, Decision Making Skills, *Developmental Psychology, Developmental Stages, Foreign Countries, *Occupational Aspiration, Secondary Education, *Secondary School Students, *Self Concept, *Vocational Maturity

Identifiers-*Holland

The relationship between separate dimensions of vocational maturity and different self-concept and identity variables were examined. Subjects were Dutch students, age 14-18 years. The vocational maturity dimensions were measured by Dutch adaptations of American vocational maturity scales. Instruments for self-concept and identity measurement were developed. The first study looked at whether differences in self-concept content correspond with differences in vocational maturity. Findings indicate that students who view themselves as intelligent, accurate, industrious, well-mannered and business-like are the most vocationally mature. The second relationship studied was between vocational maturity and self-esteem. It was hypothesized that high self-esteem people would be more certain about occupational choice and more ready to decide. This hypothesis was confirmed. The variable Planning Orientation has a positive, (but not statistically significant) correlation with self-esteem. The final relationship examined was between vocational maturity and identity aspects. Results indicate that vocational maturity is more related to internal than external identity. Knowing and accepting oneself is found to be of more importance for vocational planning and decision-making than being certain of one's public self-definition. These results underline the importance of guidance and counseling for self-knowledge and acceptance. (Author/JLL)

ED 166 580 CG 013 170

Falbo, Toni Richman, Charles L.

Relationships Between Father's Age, Birth Order, Family Size, and Need Achievement.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 77
Grant-MH-21288
Note-16p.
Available from-Department of Psychology, Wake Forest University, Winston-Salem, North Carolina 27109
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Need, Birth Order, *Family Attitudes, Family Influence, *Middle Class Fathers, *Motivation, Sex Differences
Identifiers-*Edwards Personal Preference Schedule

Several hypotheses regarding the determinants of need achievement were examined. In addition to predicting sex differences, the study predicted that father's age would be inversely related to need achievement. In addition, the effects of family size and birth order on achievement motivation were compared. Subjects were 1,092 undergraduates (785 males and 307 females). Need achievement was measured by the Edwards Personal Preference Schedule. The results indicate that father's age, sex, and family size were significantly related to need achievement. Younger fathers, males, and smaller families were associated with higher need achievement. (Author)

ED 166 581 CG 013 184

Bess, James L.

The Entering Freshmen Topology: Guidelines for the Design of a Student Data Collection System and Its Use in Teaching and Administration.

Pub Date- 77
Note-98p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-College Entrance Examinations, College Environment, *College Freshmen, Data Bases, *Data Collection, *Educational Planning, *Faculty, Higher Education, *Information Systems, *Needs Assessment, Teacher Role

This report summarizes the finding from the evaluation of the Entering Freshmen Topology program and lays out the parameters of a new system for the collection of data at William Patterson College. The profile includes student and faculty responses concerning styles, decisions and background information. While the notion is not new that student data can be used for educational and management purposes, such use has not been systematic. In the program to design a comprehensive system, a gross task analysis identified six related aspects of the learning environment which the instructor can manipulate to fit the learning styles and needs of students. Faculty and staff training is suggested for full utilization of data to facilitate decision making. Also included is an index of testing instruments available which are most relevant to this project. (BN)

ED 166 582 CG 013 185

Kunihira, Shirou And Others

Should We Throw Out Instructional Objectives in Higher Education?

Pub Date-78
Note-17p.; Best copy available; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Clinical Professors, Course Objectives, *Dental Schools, Higher Education, *Instructional Improvement, *Medical Education, Professional Training, *Skill Development, *Task Analysis, Teaching Techniques
Identifiers-*Dental Aptitude Test Battery

Medical and dental clinical training involve learning of a sequential set of behaviors leading to a specified terminal behavior which must be performed according to certain criteria. Because of the multiplicity of behaviors and criteria involved in learning to perform the target behaviors as a coordinated whole, the traditional format of stating an objective in which a single behavior is related to a single criterion may not be appropriate. One new model for developing objectives that are compatible with the types of learning involved is the criterion and task analysis model. This consists of a set of performance criteria, a sequential list of actions, and a list of evaluation criteria. The list is generated through thoughtful self-analysis on the part of the instructor, who is an experienced clinician. When tested, student performance using the new model resulted in higher scores than were produced using the older one. (BN)

ED 166 583 CG 013 186

Cain, Anthony A., Comp. Kravitz, Marjorie, Comp.
Victim/Witness Assistance: A Selected Bibliography.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jun 78
Contract-J-LEAA-023-77
Note-46p.
Pub Type- Reference Materials - Bibliographies (131) - Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Court Cases, Court Litigation, *Crime, *Criminal Law, Criminals, *Justice, *Juvenile Courts, Resource Guides
Identifiers-*Criminal Victims

This annotated bibliography highlights the literature available on two important aspects of assistance to victims and witnesses of crime. The first section, victim and witness services, covers the need, function and implementation of services to assist victims, elements of effective programs and evaluation of specific programs. The second section, on compensation and restitution programs, covers the history, function and role of the state in providing services, the types of services, details of operation, eligibility and legal aspects. All documents cited were selected from the National Criminal Justice Reference Service. (BN)

ED 166 584 CG 013 187

Strategy for the Development of Sex Education in Latin America.

Spons Agency-International Planned Parenthood Federation, London (England).; International Planned Parenthood Federation, New York, N.Y.
Pub Date-Oct 77
Note-25p.
Pub Type- Reports - General (140)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum Development, *Family Planning, Foreign Countries, *Program Development, *Sex Education, Sex Role, *Social Change, *Social Problems, Venereal Diseases
Identifiers-*Latin America

The International Planned Parenthood Federation meeting report places priority on the development of sex education programs in Latin America. While regional and national circumstances clearly differ, it was felt that the steps described provide valuable guidelines on how a sex education program can be evolved while utilizing formal and non-formal educational structures. An analysis of common elements in various countries revealed that a sex education program develops through the following phases: perception of the need; association with others to supply information; awareness among a large number of people; implementation of co-ordinated action; official acceptance of sex education; and consolidation of all efforts. The report makes it clear that those responsible for organizing wide-ranging education programs at formal and informal levels need the support of private agencies and organizations capable of nurturing the program during its initial stages of development. (BN)

ED 166 585 CG 013 188

Belote, Glenda A. And Others

I am Female; You Are Male.

Pub Date- 75

Note-45p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Group Counseling, *Group Experience, Interpersonal Relationship, *Personal Growth, *Sex Role, *Sex Stereotypes, *Workshops

This manual assists in developing workshops promoting personal growth through examination of one's attitudes, feelings and behaviors about sex roles in society. It is meant for facilitators who have minimal experience in group processes. Included are: a discussion of some considerations in designing a workshop, an analysis of the facilitators' role, a design checklist, a series of structured experiences, and an evaluation form. The bibliography is designed as a starting point for both personal exploration and the development of handouts to stimulate discussion in the workshop. (BN)

ED 166 586 CG 013 190

Yager, Geoffrey G. Littrell, John M.

Counselor Supervision: A Consumer's Guide.

Pub Date-Oct 78
Note-12p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Chicago, Illinois, October, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Counseling Effectiveness, *Counselor Training, Higher Education, *Practicum Supervision, *Professional Training, *Supervision, *Supervisory Methods

This guide attempts to solve problems caused when a certain designated brand'' of supervision is forced on the counselor trainee with neither choice nor checklist of important criteria. As a tentative start on a guide to supervision the paper offers the following: a definition of supervision; a summary of the various types of supervision; a consideration of the conflicts likely in supervision; and recommendations concerning the maximization of supervisory learning. Included is a table of ratings of five models of supervision on nine dimensions of a supervisory relations, as well as a process that the counselor in search of supervision might follow in order to maximize learning. (BN)

ED 166 587 CG 013 191

Pancer, S. Mark

Causal Attributions and the Likelihood of Future Performance.

Pub Date-78
Note-9p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Ability, *Achievement Need, *Attribution Theory, College Students, Higher Education, *Low Achievement Factors, *Task Performance

There is evidence that anticipating continued performance at a task can enhance one's need for control, and will thereby influence the kinds of attributions that are made for one's performance. Causal attributions for performance in an introductory psychology course were examined with respect to students' estimates of the likelihood of their taking similar courses in future. Attributions to ability were more negatively correlated with future performance likelihood for unsuccessful (students receiving a final grade of C or less) than for successful (A or B) students. In addition, unsuccessful students tended to say that they had worked less, the more they anticipated future performance, while successful students said they had worked more, the more they anticipated future performance. Results can be interpreted in terms of the controllability'' of the two causal factors, effort and ability. (Author/BN)

ED 166 588 CG 013 192

Bradley, Laurence A.

Black Student Achievement in Desegregated Schools: Suggestions for Future Research.

Pub Date-78

Note-20p.

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, *Black Achievement, Blacks, *Classroom Integration, *Integration Effects, *Minority Group Children, Motivation, *Teacher Behavior

The evidence regarding the effects of school desegregation upon black student achievement remains inconsistent and inadequate, despite the production of a large number of empirical investigations. It is proposed that social scientists abandon traditional research models of the school desegration process, and instead attempt to observe and characterize the situational factors which elicit both continuing and classroom-related achievement motivation in minority students. Particular attention should be focused initially upon teacher attitudes and behavior, and upon other classroom factors which affect students' choice of comparison persons and attributions for academic success and failure. (Author)

ED 166 589 CG 013 197

Adams, Wayne

Mental Health in the Schools: Parent Training.

Pub Date-Aug 78

Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Problems, Junior High Schools, Junior High School Students, Mental Health, Parent Child Relationship, *Parent Counseling, *Parent Education, *Parent Teacher Cooperation, *Student Behavior, *Teacher Role

A training program by teachers for parents of school children who were creating problems at school was investigated. Parents (N 10 couples) rated their child's at-home behavior by means of a checklist, participated in group sessions led by the teachers with a focus on means for dealing with student behavioral problems, and then rated their child's at-home behavior after the completion of the group sessions. The control group of six parental couples completed only the behavior checklists at the beginning and end of the final grading period of the school year. A correlated T-test between parental ratings before and after group involvement indicated significant subjective positive changes by the parents, while no significant changes occurred among the control group. Additionally, teachers rated children whose parents attended the group sessions more positively in overall classroom behaviors whereas control group children's ratings were unchanged. (Author/HLM)

Reardon, Robert And Others

A Self-Directed Career Planning Program for the Visually Disabled. Final Report.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-554AH70125
Pub Date-15 Sep 78
Grant-G0077C0067
Note-238p.; Some pages are of marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Career Planning, *College Students, Decision Making Skills, Higher Education, Job Skills, Learning Modules, *Occupational Information, Self Evaluation, *Self Help Programs, *Skill Development, *Visually Handicapped
Identifiers-*Florida State University

These materials represent the Curricular-Career Information Service (CCIS) at Florida State University, a self-directed career planning program especially for the visually disabled, designed to: (1) increase the amount of occupational information available to blind people; (2) provide resources for visually disabled students to increase their decision-making skills; (3) provide visually disabled students the opportunity for self-assessment and help them identify occupations for further exploration; and (4) provide opportunities and resources for learning employability skills. This report is a description of the project's purposes, goals, objectives, methods, evaluation and problems. Also included are suggestions for modifying a career center to increase accessibility for the blind, and for future research within the area. (Author)

ED 166 591 CG 013 200

Simon, Karen M.
Self-Evaluative Reactions: The Role of Personal Valuation of the Activity.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 77
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Individual Characteristics, *Performance Factors, Personal Adjustment, Personal Values, *Reactive Behavior, *Self Esteem, *Self Evaluation, Speaking Activities, *Task Performance, *Young Adults

The differential activation of self-evaluative reactions to performance attainments on tasks varying on their relevance for subjects' sense of personal adequacy was investigated. All subjects (N=37) spoke extemporaneously on prescribed topics and received the same random sequence of performance scores. The same task was designated as assessing cognitive and analytic abilities for one group and reflexive conditioning for another. Subjects received a range of scores and their self-approving, neutral, and self-critical reactions to their performance attainments were recorded. Subjects in the analytic task condition were more self-approving for high performance attainments and more self-derogating for low attainments than were subjects in the reflexive task condition. Furthermore, unlike the analytic subjects, reflexive subjects did not react self-critically, on the average, for even the lowest performance levels. The results support the prediction that self-evaluative consequences are selectively applied depending upon the relevance of the task for subjects' sense of personal adequacy. (Author)

ED 166 592 CG 013 201

Markman, Howard J.

A Longitudinal Study of Premarital Couples: A Social Exchange Perspective.

Pub Date-Aug 78
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Dating (Social), *Interpersonal Relationship, *Marital Instability, *Marriage, *Social Development, Social Exchange Theory
Identifiers-*Premarital Couples, *Satisfaction

The attributes of couples planning to marry can affect their future relationship satisfaction. To study this phenomenon, a social exchange model was applied to a sample of couples planning to marry to assess the predictive validity of a measure of positive exchange. The longitudinal design of the two-and-a-half year investigation provided direct information about the development of marital distress which was unavailable from previous cross-sectional studies. Study results indicated that the more positively couples rated their early interactions, the higher their relationship satisfaction was likely to be at the final followup. The social exchange model proved to be a useful model for understanding the development of marital problems, but limitations regarding its testability must be recognized and rectified. The implications of the study for the marital interactions are discussed, as well as implications for developing programs designed to prevent marital distress. (Author/PRK)

ED 166 593 CG 013 202

Presser, Nan R.

The Professional Couple: First Year Out.

Pub Date-Aug 78
Note-13p.; Best copy available
Available from-Student Counseling Center, Illinois State University, Normal, Ill. 61761
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Development, *Competition, *Interpersonal Relationship, *Marriage, Occupational Aspiration, *Personal Interests, *Professional Personnel, *Role Conflict, Social Relations
Identifiers-*Dual Career Couples

There are many issues and problems which arise for dual-career couples during their first professional year. Although the changes confronting most new professionals are typically stressful, when both members of a couple simultaneously enter careers these stresses are frequently exacerbated. Based on both extensive interviews and counseling with many such couples, several specific areas of conflicts and rewards have been identified: (1) difficulties regarding changing role identities, values, self-esteem, and self-concepts; (2) changes in social support groups and in mutual expectations regarding socialization; (3) competition over several areas, including finances, career fluctuations, professional recognition and rewards, and relative status of and advancement in careers; (4) both negative and positive changes in the interdependence of the couple and its ability to function as a mutual support system; and (5) addressing delayed or as yet unresolved developmental issues, such as decisions about lifestyles and parenthood. The nature and the impact of each of these areas is discussed, and positive aspects of such relationships during this time period are presented. (Author)

ED 166 594 **CG 013 203**

Cohen, Robert

Paraprofessionals as a Bridge Between Agencies and Nonprofessional Community Caregivers.

Pub Date-29 Aug 78

Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Agencies, *Community Responsibility, *Delivery Systems, *Mental Health Programs, *Nonprofessional Personnel, *Paraprofessional Personnel, Professional Personnel, Volunteer Training

The current mental health system suffers from fragmentation and inefficient utilization of all potential mental health resources, and paraprofessionals can be utilized as bridging agents between formal agencies and nonprofessional community caregivers. Arguments for conceptual reorganization of the mental health delivery system are presented, beginning with a brief historical overview of the development of current community-based approaches. Major issues and concerns involved in developing nonprofessional, paraprofessional and professional resources are delineated. The purposes and functions of various types of nonprofessional caregivers are described; their current relationship to formal mental health systems is presented; the role of paraprofessionals as bridging agents is discussed; and principles and recommendations for linking mental health agencies, paraprofessionals and nonprofessional community caregivers are suggested. (Author)

Kenrick, Douglas T. Johnson, Gregory A.

Interpersonal Attraction Under Negative Conditions: A Problem for the Classical Conditioning Paradigm?

Pub Date- 77
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Aural Stimuli, *Behavior Patterns, *Classical Conditioning, College Students, *Conditioned Response, *Environmental Influences, Interaction Process Analysis, *Interpersonal Attraction, Interpersonal Relationship, *Reactive Behavior, Social Behavior
Identifiers-*Interpersonal Judgment Scale

The influence of aversive conditions on interpersonal attraction was investigated using 60 female undergraduates as subjects. Dyads were formed and equally divided into aversive (loud-noise) and neutral (low-noise) conditions. After completing an attitude survey questionnaire subjects completed a short filler task while the experimenter constructed bogus attitude surveys based on each subject's responses. Subjects were then separated, and rated each other on the experimental bogus response using the Interpersonal Judgment Scale under noise conditions similar to the earlier ones. Results supported the hypotheses that aversive circumstances lead to decreases in attraction for simulated strangers who are not physically present and also result in increases in attraction for "real" strangers actually present during exposure to aversive stimuli. (Author/ALM)

ED 166 596 CG 013 205

Vasquez, James A.
Locus of Control, Social Class, and Learning.
Pub Date-Feb 78
Note-25p.
Pub Type- Reports - General (140) - Guides - General (050)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Disadvantaged Youth, Elementary Secondary Education, *Environmental Influences, *Learning Motivation, Learning Processes, *Locus of Control, *Minority Group Children, *Motivation, *Social Class, Socioeconomic Status

The relationship between locus of control, social class, and learning processes were reviewed by analyzing: (1) externality as a function of socioeconomic status, i.e., the lower the status, the greater the degree of externality; (2) the impact of the early home environment on the child's learning and development; (3) classroom and teacher attitudes toward disadvantaged youth; and (4) other factors such as self-reliance, aspiration level, expectancy of success, achievement motivation, intensity of work, affective reaction to reinforcement, performance under skill conditions, and performance on tests. Results suggest a classroom procedure for fostering internality through further examination of cause-effect relationships, aiding children in the formulation of goals in areas of perceived mastery, and providing opportunities for activities requiring internal attribution when success is achieved. (HLM)

ED 166 597 CG 013 207

Morocco, Paul Edward

The Effects of Descriptive, Valenced, Anonymous Feedback on Counselor Leads.

Pub Date-Aug 78
Note-41p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Patterns, *Credibility, *Feedback, Helping Relationship, Interaction Process Analysis, *Performance Factors, Reactive Behavior, Resident Assistants, *Self Concept, *Self Esteem, *Task Performance
Identifiers-*Counselor Leads

The relationships between feedback, its source, and the increases or decreases of the behavior associated with it were investigated to apply predictions of the credibility gap regarding the effects of feedback on the acquisition of an individual skill. Subjects (N 45) were randomly assigned to one of five treatment conditions and provided different types of feedback based on their actual task performances on two different trials. Dependent variables selected to measure the effect of the experiment included state-anxiety, self-confidence, credibility and desirability of feedback, and qualitative ratings for each subject's responses. Results indicated that positive feedback is almost always rated as more credible by recipients, and that subjects, while more receptive to positive feedback and tending to ward off negative feedback, acquire the performance task regardless of the feedback received. (Author/HLM)

Brown, Margaret M. And Others
Rehabilitation Indicators: An Overview.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-28 Aug 78
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Ability Identification, Accountability, *Behavior Patterns, *Behavior Rating Scales, Cost Effectiveness, Handicapped, *Life Style, *Measurement Instruments, *Rehabilitation Programs, Taxonomy
Identifiers-*Rehabilitation Indicators Project

The purpose of the Rehabilitation Indicators Project is to develop a method, rehabilitation indicators (RI's), for defining multi-dimensionally the benefits that accrue to rehabilitation clients. RI's are presented as descriptors of observable elements of the rehabilitation client's life space with each descriptor inherently meaningful to client functioning. RI's cover a wide range of content (e.g., vocational, self-care, social, etc.) and are organized through two mechanisms, i.e., a taxonomy and a branching structure of general-to-specific descriptors. The basis for the RI taxonomy is discussed in terms of eco-behavioral and cognitive learning models of functioning, with the evolution of four types of RI's from the model: statuses, activities, skills and environmental elements. Potential uses of RI's are appropriate: (1) with clients/patients in a broad range of disability groups, such as physical, sensory, developmental or psychiatric; (2) in a definition of benefits, gains, outcomes, changes, goals, and criteria; and (3) as a generic tool. (Author/HLM)

ED 166 599 CG 013 209

Perry, Raymond P. And Others

Learned Helplessness in the College Classroom: Are Teacher Characteristics Involved?

Pub Date-Aug 78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, *Classroom Research, College Students, *Feedback, Higher Education, Performance Factors, Student Behavior, *Student Evaluation of Teacher Performance, Student Teacher Relationship, *Task Performance, *Teacher Behavior

Identifiers-*Learned Helplessness

The effects of test performance feedback (contingent, noncontingent, control) and teacher expressiveness (low, high) on student achievement in a simulated college classroom were investigated. Subjects (N 75) wrote an analogies test which provided either contingent or noncontingent performance feedback, after which they viewed a videotaped lecture presented by either a low or high expressiveness instructor. Control subjects did not write an analogies test, but simply viewed either a low or high expressiveness instructor. Following the lecture, all subjects completed a teacher evaluation and a multiple-choice examination. Results indicated that the high expressive instructor produced greater achievement than the low expressive instructor in both the contingent and noncontingent feedback conditions. Also, achievement was greater in the noncontingent than in the control condition under high instructor expressiveness. (Author)

ED 166 600 CG 013 210

Benswanger, Ellen G. And Others

Mental Health Services for Children in Pennsylvania Appalachia: A New Approach.

Pub Date-78
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Advocacy, *Child Development, *Developmental Programs, Family Problems, Human Services, *Mental Health Programs, *Preschool Evaluation, Professional Training, *Rural Environment
Identifiers-*Appalachia (Central)

This paper describes a project which is attempting to strengthen existing programs and develop new forms of support for rural children and their families. The setting of the project is a three-county area in south-western Pennsylvania which has been designated as "underserved" in reference to health and mental health facilities. The program's population is 36,000 children under the age of six. The project staff consists of faculty members from the Department of Psychiatry and the Western Psychiatric Institute and Clinic at the University of Pittsburgh. This staff is working in collaboration with representatives of the human service network in the three-county area. Data from the catchment areas indicate that the project has had a significant impact on the services provided to children. Local people have been trained as child development specialists, and these specialists have served as consultants, program planners, and advocates for young children. The project has demonstrated the advantages of coordinated efforts between mental health professionals in an urban university and a rural area. (Author)

Apking, Theodore D.
A Behavior and Cost Analysis of Two Remediation Procedures.
Pub Date-78
Note-68p.; Masters Thesis, Western Michigan University
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Cost Effectiveness, Higher Education, *Instructional Improvement, *Instructional Student Costs, Performance Criteria, *Remedial Instruction, *Student Motivation, *Teaching Techniques

Two group-comparison experiments indicate that it may be more cost efficient not to include a remediation procedure in a course, even though it may be to the students' advantage to remediate concepts they did not master in an undergraduate university course. In the first experiment, students in the remedial group received minimal course credit for first-attempt quiz scores of less than 90% correct; they then had the opportunity to earn full credit for mastering the unit at 90% correct on the remedial quiz. The students in the control group kept their first-attempt quiz scores and were not able to remediate. The results of this experiment showed no difference in student performance between groups. In the second experiment, participation in the weekly remedial activities was optional for students in the remedial group who scored 70% or above on the first quiz attempt. Students in the control group could not remediate and kept their first quiz score. In this experiment, students in the remedial group scored 34% higher than students in the control group on an individual probe test consisting of quiz questions students missed on the first quiz, but no difference occurred on a comprehensive achievement test. (Author)

ED 166 602 CG 013 212

Kenrick, Douglas T. Gutierres, Sara

Influence of Mass Media on Judgments of Physical Attractiveness: The People's Case Against Farrah Fawcett.

Pub Date- 77
Note-34p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adaptation Level Theory, *Dating (Social), *Decision Making, *Interpersonal Attraction, Interpersonal Relationship, *Media Research, *Visual Perception

The way the attractiveness of an average female is rated can be significantly changed by exposing the rater to media females, even for very short periods. In one study, subjects were exposed either to a series of advertisements containing female faces or to a control series of average females. Subsequent ratings of a target female's attractiveness were significantly lower following exposure to media depicted females. In a second study, male dormitory residents watching a popular TV show whose main characters are three strikingly attractive females were asked to rate a photo of an average female (described as a potential blind date for another dorm resident). These subjects rated the target female as significantly less attractive than did a comparable control group. A third experiment was conducted to rule out alternative explanations for the effects obtained in the first two studies. Judgments of the dating desirability of an average female were again influenced by the attractiveness of prior stimuli. In addition, the third study indicated a direct effect of informational social influence on physical attractiveness judgments. The influence of the mass media had an adverse effect upon raters' judgments of an average females' physical attractiveness and her desirability as a potential date. (Author/BN)

ED 166 603 CG 013 213

Newman, Isadore And Others

An Evaluation Model Emphasizing Personnel Involvement: A Motivational and Learning Approach.

Pub Date-Aug 78

Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Community Service Programs, *Day Care Services, *Decision Making, Feedback, *Formative Evaluation, *Interdisciplinary Approach, Motivation Techniques, Needs Assessment, *Participant Involvement

This personnel involvement evaluation training model facilitated communication, participation, and involvement of a highly diverse multidisciplinary group. This group consisted of developmental psychologists, educational psychologists, early childhood educators, home economists, day-care specialists, people from the welfare department, and representatives from a variety of funding agencies. Presenters felt that the workshop's high degree of success, measured partly by participants' willingness to implement the information presented, was in a large part due to the model that was used in the development and evaluation of the workshops. The uniqueness of the evaluation model tries to emphasis placed on the involvement of the personnel in developing all components of the training model. The model presented in this paper was specifically developed for community day-care centers. However, because it emphasizes personnel involvement, need assessments for relevancy, and evaluation feedback for more effective training, the model may have a great deal of practical applicability for a wide range of community service programs. (Author)

ED 166 604 CG 013 214

Belle, Deborah And Others

The Impact of Stress on Mothers and Their Children.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Pub Date-28 Aug 78

Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Community Services, *Depression (Psychology), Family Counseling, *Family Life, *Heads of Households, Interpersonal Relationship, Low Income, *Mothers, *Parent Child Relationship, Risk, *Stress Variables

Stress appears to jeopardize mental health and maternal behavior and indirectly to jeopardize the mother-child relationship by increasing the risk of maternal depression. An intensive study investigated the stresses experienced by low-income mothers. While both life event and life condition stress were strongly associated with depression, life condition stress scores were more highly correlated with depressive symptom scores. These scores were associated with low proportion of nurturant behaviors by mothers, high proportions of prosocial bids by mothers and low rates of compliance to children's dependent bids. Maternal depressive symptom scores, but not stress scores, were associated with children's reports of unhappiness at home. (BN)

Gottfredson, Gary D.

Practical and Ethical Concerns in Collaborative Research with Criminal Justice Decision Makers.

Pub Date-28 Aug 78
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Action Research, *Agency Role, *Cooperative Planning, *Ethics, Justice, Lawyers, Organizational Change, *Policy Formation, *Social Science Research

After discussing some of the complex, sensitive issues involved in doing policy-related research, this paper describes a strategy for social scientists to use in doing collaborative research with criminal justice agencies. The strategy calls for: (1) careful selection of programs or practices on which to conduct research; (2) collaboration with decision makers that includes a responsibility to present complete and objective feedback about policies; (3) continuing evaluation and feedback about the consequences of program or policy changes that engages a wide variety of stakeholders in the discussion of policy; (4) recognition of the value-laden nature of the research itself; and (5) advance agreement on the rules for the collaborative research enterprise. (Author)

ED 166 606 CG 013 216

Gottfredson, Gary D.

Using the Randomized Response Technique to Estimate the Extent of Delinquent Behavior in Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-29 Aug 78

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Action Research, *Anti Social Behavior, Delinquency, *Delinquent Behavior, *Drug Abuse, *Questioning Techniques, *Research Tools

Identifiers-*Malaysia (West)

The Randomized Response Technique (RRT) appears to have promise in future work which studies the relation of school variables to disruption or delinquent behavior. The RRT is especially useful in situations when it is difficult or undesirable directly to ask stigmatizing questions. The proportions of students in this study estimated to have used morphine, marijuana or cigarettes were generally higher when self-report techniques were used. Use of RRT achieves confidentiality by introducing random error into individuals' responses, and consequently offers more potential for estimating proportions, testing for differences between proportions, and doing time series studies of delinquency. (BN)

Thorelli, Irene M. Appel, Victor H.

Who is the Effective Volunteer: Characteristics of Successful Big Brothers.

Pub Date-Aug 78
Note-38p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Counseling Effectiveness, *Nonprofessional Personnel, *Predictor Variables, *Role Models, *Socioeconomic Status, *Volunteers
Identifiers-*Big Brother Big Sister Programs

The demographic characteristics of the typical volunteer, taken from the personnel files of 208 current and previous volunteers of a Big Brothers agency, indicate the following profile. The modal Big Brother is usually Anglo-American, is a young adult aged 18 to 25, is a student or a full-time employed person, has some college education, lives in areas of the city heavily populated by students but not Little Brothers, is single, has no children, and has lived in the community for between one and five years. A sample of 156 of these volunteers was used in the determination of demographic characteristics which discriminate more and less effective volunteers. Effectiveness was assessed as length of service. Analyses of variance indicated that occupational status had the strongest relationship to effectiveness. More effective volunteers tended to come from white-collar occupations; less effective volunteers came from blue-collar occupations, or student or military backgrounds. When nine volunteer characteristics were used as predictors of effectiveness in a multiple regression analysis, significant results were obtained. The four variables contributing most were: occupational status, educational level, marital status, and employment-student status. (Author)

ED 166 608 CG 013 218

Harder, David W. And Others
Self-Derogation and Psychopathology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-29 Aug 78
Grant-NIMH-MH-25466
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Anxiety, *Behavior Patterns, *Mental Health Programs, Patients (Persons), *Prognostic Tests, *Psychopathology, Psychosis, Psychotherapy, *Self Esteem, *Therapy
Identifiers-*Strauss Carpenter Prognostic Scale

Self-derogation relates significantly to the severity of psychopathology regardless of how it is measured. This study examined 152 patients and ex-patients from two community mental health catchment areas two years after their first admission, as well as 97 outpatients beginning therapy. Included were indices of diagnostic severity; overall health/sickness; psychotic, neurotic, affective, schizophrenic or suicidal symptomatology; and reported distress. Neurotic and affective symptomatology and overall health/sickness were most highly related to self-derogation. These findings point to the need to recognize and treat low self-esteem in psychopathological states other than depression. Self-derogation may prove to be a prognostic marker for these patients, since it relates to social and employment functioning as well as to symptom intensity. (BN)

ED 166 609 CG 013 219

Hearing Before the Subcommittee on Aging of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, First Session. Legal Services for the Elderly.

Congress of the U.S., Washington, D.C. Senate.

Pub Date-4 Oct 77

Note-111p.; Parts may be marginally legible due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Human Resources, *Lawyers, *Legal Aid Projects, *Low Income Groups, *Older Adults, *Retirement, Senior Citizens

These hearings present testimony before the Senate Subcommittee on Aging. The purpose of the meeting was to amend the Older Americans Act of 1965 to provide assistance for legal services projects for the elderly. In addition to testimony and statements from a variety of expert witnesses, a number of articles, publications, and written answers to specific questions are included. (Author/BP)

ED 166 610 CG 013 221

Keller, Eileen, Comp.
Sexual Assault: A Statewide Problem.
Spons Agency-Governor's Commission on Crime Prevention and Control, St. Paul, Minn.
Pub Date- 76
Grant-4317013675
Note-134p.
Pub Type- Reports - General (140) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Child Abuse, *Counselor Role, *Crime, *Law Enforcement, *Medical Treatment, *Rape, Social Services
Identifiers-*Sexual Abuse

This manual is addressed to personnel in medical facilities, prosecutor's offices, police departments and social service agencies. It suggests a set of procedures as guidelines to provide sexual assault victims with strong support so that each one may come through the the experience a stronger person. The manual is divided into five chapters, dealing with investigation, medical treatment, counseling, prosecution and the child as victim. (BN)

ED 166 611 CG 013 222

Pepinsky, Harold B.
Sex-Typing and the Politics of Language in Counseling and Psychotherapy.
Pub Date-28 Aug 78
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Paper presented at the Annual Convention of the International Studies Association (St. Louis, Missouri, March 16-20, 1977); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Counseling, Equal Opportunities (Jobs), Females, *Feminism, *Group Counseling, *Language Patterns, Males, *Sex Stereotypes, *Teamwork, *Therapy

Male chauvinism and its counterpart, a hostile feminism, are inherently competitive stances. The discord can be mitigated, however, by a redefinition of the work situation. To cite one example of the changes which can be brought about with respect to sex-typing and the politics of language in counseling and psychotherapy, a constructive alternative to the adversarial relations that participants were accustomed to in everyday life was created within the microcosm of an advanced practicum. At the end of the practicum there were fewer occasions for sexual chauvinism and its expression in language than there were at the beginning. (BN)

ED 166 612 CG 013 223

Miller, William R.

Effectiveness of Nonprescription Therapies for Problem Drinkers.

Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-Aug 78
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Available from-Department of Psychology, University of New Mexico, Albuquerque, NM 87131
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, Alcohol Education, *Alcoholism, *Bibliotherapy, Counseling Effectiveness, *Drinking, Drug Abuse, *Group Counseling, Paraprofessional Personnel, Program Effectiveness, *Psychotherapy, *Self Help Programs

Self-help approaches to the treatment of problem drinking were investigated in five studies, including methods oriented toward controlled drinking as well as those designed to produce abstinence. Study 1 explored the utility of a self-help manual as an agent in improving maintenance following treatment by a paraprofessional. Clients who read this manual showed significantly better maintenance than did those not using the manual. Study 2 compared the effectiveness of the manual alone with that of a paraprofessional-administered program. Both groups showed substantial improvement, with no significant difference between groups; however, differences that did occur favored the bibliotherapy group. Study 3 was a demonstration of the feasibility of a group educational format in controlled drinking therapy. Study 4 compared bibliotherapy with one group and two individual treatment approaches. All groups showed significant improvement, again without between-group differences. Bibliotherapy clients in this study, however, showed the least favorable outcomes. Study 5 compared an expanded form of bibliotherapy with a straightforward behavioral approach and two multimodal approaches offered by papaprofessionals. All groups showed significant gains, with bibliotherapy clients showing the least absolute improvement. Clinical issues in the use of self-help therapies are discussed. (Author)

ED 166 613 CG 013 224

Sheras, Peter L. Jackson, Stephen R.

Paradox as an Intervention Strategy with Emotionally Disturbed Adolescents.

Pub Date-78

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adolescents, Anti Social Behavior, *Behavioral Counseling, *Counseling Effectiveness, Counseling Programs, *Emotionally Disturbed Children, *Intervention, *Negative Reinforcement, *Paradox, Psychotherapy, Residential Schools, Therapeutic Environment

The use of paradoxical interventions and brief therapy interdictions with a population of emotionally disturbed adolescents (males and females ages 13-18) attending a semi-residential alternative school was investigated. Paradoxical interventions were made by the psychological staff for purposes of management and change of withdrawn, acting out and phobic behaviors of the adolescents. The effectiveness of the technique and issues regarding special applications of the technique to this population were analyzed in terms of four case studies. Results indicated that over the course of a year the use of paradoxical intervention strategies was extremely successful, but that in some instances it was not an effective technique with some adolescents. (Author)

ED 166 614 CG 013 225

Sheras, Peter L.

Using Family Reconstruction Techniques with Families in Therapy.

Pub Date-78

Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Patterns, *Child Development, Family (Sociological Unit), *Family Background, *Family Counseling, *Group Counseling, Interaction Process Analysis, Parent Child Relationship, Self Concept, Self Evaluation, *Therapy

An examination of the technique of Family Reconstruction employed by Satir and others attempting to establish an appreciation of the client's personhood through the understanding of their parents' personhood is presented. In addition, the feeling of continuity with the family and the facilitation of integration is explored to further reveal the source of past patterns of behavior in the client by examining the patterns in the family of origin. Family reconstructions done in large groups working with a particular individual on his particular family without actual family members present is analyzed through case studies to show how family members witness the attempts of their own parents and children to understand their personhood. The use of the family, fact chronology, family portrait, family stress ballet, and family sculpting as reconstruction tools is described and explained as a means to explore past patterns of behavior. (Author)

ED 166 615 CG 013 226

Benswanger, Ellen G.
Stressful Events in Early Childhood: An Ecological Approach.
Pub Date- 77
Note-22p.; Best copy available
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Development, Children, *Coping, Developmental Psychology, Early Childhood Education, *Environmental Influences, Family Relationship, *Individual Characteristics, *Reactive Behavior, Social Factors, *Stress Variables

Various studies of stress are considered in relation to certain aspects of developmental theory. Stress'' is defined as a general rubric which encompasses a whole spectrum of interacting elements including developmental status, individual coping styles, temperamental characteristics, and environmental influences. Case material is presented in a form which illustrates the developmental-ecological sequence in the life of a young child. Emphasis is placed on the context of the child's experience in terms of his parent's own developmental histories, conditions in the household, the child's individual characteristics, and the influence of social networks and community support systems. The materials reviewed are intended to clarify the interplay between developmental phenomena, life events, and the social milieu. (Author)

ED 166 616 CG 013 227

Wilson, Jerry Y.

The War on Crime in the District of Columbia 1955-1975.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-Feb 78

Grant-75-NI-99-0042

Note-106p.; For related documents see CG 013 228-229 ; Parts may be marginally legible due to print quality

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00655-8)

Pub Type- Reports - General (140) - Numerical/Quantitative Data (110) ()

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Court Role, *Crime, Criminals, *Justice, *Police Action, *Public Opinion, *Reactive Behavior, Social Attitudes

Identifiers-*District of Columbia

The response of the criminal justice system to actual and perceived crime in the District of Columbia during the period 1955-1975 was investigated. Results indicated that a variety of efforts contribute to the relatively stable trend of reported crime during the last five years of the period studied, including: (1) increased numbers of police; (2) holding police commanders accountable for crime; (3) court reorganization; (4) narcotics treatment programs; and (5) increased incarceration rate for offenders. Numerous graphs, tables, and appendices are included. (Author)

ED 166 617 CG 013 228

San Francisco: Public Attitudes About Crime. A National Crime Survey Report.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Report No.-SD-NCS-C-31

Pub Date-Jul 78

Note-67p.; For related documents see CG 013 227, CG 013 229 ; Not available in hard copy due to marginal legibility

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00732-5)

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Age Differences, *Community Problems, *Crime, Criminals, *Life Style, *Police Community Relationship, *Public Opinion, Racial Differences, *Social Attitudes, Trend Analysis

Identifiers-*California (San Francisco)

The responses of San Francisco residents to questions covering four topical areas, i.e., crime trends, fear of crime, residential problems and lifestyles, and local police performance, were analyzed from data collected in a 1974 attitudinal survey. Most residents felt that they: (1) lived in relatively safe areas; (2) were not particularly concerned about safety from crime when selecting a residential neighborhood; (3) believed neighborhood crime had risen little and was usually not perpetrated by neighborhood residents; (4) viewed police efforts as generally satisfactory; and (5) envisioned their chances of personal victimization as rising. Responses also indicated that older residents felt more apprehensive about crime, and Blacks consistently expressed greater dissatisfaction with their neighborhoods and stronger criticism of police-community relations. Statistical data tables (N 37) are presented in the appendices. (Author)

ED 166 618 CG 013 229

Oakland: Public Attitudes About Crime. A National Crime Survey Report.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Report No.-SD-NCS-C-28
Pub Date-Jul 78
Note-62p.; For related documents see CG 013 227-228 ; Not available in hard copy due to marginal legibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00724-4)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age Differences, *Community Problems, *Crime, Criminals, *Life Style, *Police Community Relationship, *Public Opinion, Racial Differences, *Social Attitudes, Trend Analysis
Identifiers-*California (Oakland)

The responses of Oakland residents to questions covering four topical areas, i.e., crime trends, fear of crime, residential problems and lifestyles, and local police performance, were analyzed from data collected in a 1974 attitudinal survey. Results indicated that: (1) almost 80% believed crime to be on the increase and half of these also felt crime to be on the rise in their neighborhood; (2) almost 61% felt their chances of being victimized were increasing; (3) approximately 82% rated police performance as ``average'' or ``good;'' and (4) very few felt that their neighborhood was crime-ridden. Additionally, where crime or the fear of crime had influenced attitudes and opinions, results indicated a more pronounced impact among women than men, among the elderly than the young, and among Whites than Blacks. Statistical data tables (N 37) are presented in the appendices. (Author)

ED 166 619 CG 013 230

Mitchell, Terence R. Green, Stephen G.

Leader Responses to Poor Performance: An Attributional Analysis.

Pub Date-Aug 78

Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attribution Theory, Behavior Patterns, *Employer Employee Relationship, *Information Processing, *Leadership Styles, Organizational Climate, *Performance Factors, Supervisors, *Supervisory Activities, Task Performance

An initial model of the evaluation process in the leadership context is presented in order to consider information processing explanations of behavior in general and attributional analyses in particular. The model is designed to aid those individuals acting in supervisory capacities who must evaluate the performance of subordinates in an organizational setting. This model addresses the following areas of concern: effects of attribution; observational bias; informational factors; social relationship factors between leader and subordinate; and aspects of the task, such as difficulty, ability, and financial reward. Schematic diagrams of the model are also presented. (HLM)

ED 168 620 CG 013 231

Cardillo, Joseph E. And Others

Goal Attainment Scaling: An Experience in Implementation.

Spons Agency-Veterans Administration, Washington, D.C.

Pub Date-29 Aug 78

Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Accountability, Behavior Change, *Change Strategies, *Counseling Goals, *Evaluation Methods, Health Personnel, Measurement Instruments, *Mental Health Clinics, *Program Evaluation, Skill Development, Systems Approach

Identifiers-*Goal Attainment Scaling

The process of implementing Goal Attainment Scaling at the Reno Veterans' Administration Center Mental Health Service, where it had never been employed and where most of the staff had never heard of the technique, is described. The difficulties of introducing a unique measurement instrument such as Goal Attainment Scaling into an existing system are presented, together with the theoretical issues surrounding the use of Goal Attainment Scaling and the many practical problems that arise with any attempt to implement innovations in existing systems. This report describes in detail the method of implementation, the specific problems encountered, and the actions taken in response to those problems. The concluding section provides an account, based on follow-up interviews, of the overwhelming positive response of the patients to the implementation of Goal Attainment Scaling. (Author)

ED 166 621 CG 013 232

Fiedler, Judith

UW Placement Center Utilization: Evaluation of Services for Students and Alumni.

Spons Agency-Washington Univ., Seattle. Educational Assessment Center.
Pub Date-78
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Choice, College Students, *Counseling Effectiveness, *Counseling Services, Helping Relationship, Higher Education, *Placement, Program Evaluation, *Student Needs, *Student Personnel Services
Identifiers-*Washington University

Placement Center clients (N 635) were interviewed during winter and spring quarters, 1978, as a part of the regular series of student affairs surveys at the University of Washington. Results indicated: (1) general satisfaction with the Placement Center; (2) disproportionate use of the Center by eudcation, business administration, and engineering (as opposed to liberal arts) majors; and (3) a tendency for many students to wait until late in their educational careers to seek assistance. Opinions on the Placement Center did not appear to be systematically differentiated by class, college major, or ethnic status. Although this document is geographically specific, the appendices contain client survey instruments which have a broad range of potential uses. (Author)

ED 166 622 CG 013 233

Talan, Teri N. And Others

Child Abuse and Neglect Legal Handbook.

Child Advocate Association, Chicago, Ill.

Spons Agency-Service Club, Chicago, Ill.

Pub Date-78

Note-48p.

Available from-Child Advocate Assoc., 4009 N. Lincoln Ave., No. 203, Chicago, Il, 60618 ($5.00)

Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Child Abuse, *Child Advocacy, Children, *Child Welfare, *Court Litigation, Intervention, Juvenile Courts, Lawyers, Legal Aid, *Neglected Children, *Parent Child Relationship, Physicians

This handbook was written by the Child Advocate Association in an attempt to clarify the laws and legal procedures governing child abuse and neglect. While some of the legal material is technical and is included to provide practical assistance to attorneys, the bulk of the material is intended for social workers, police, and school and medical personnel who are striving to effect positive change in the lives of abused and neglected children and their families. The handbook focuses on the possibilities and limitations of the social and legal systems which deal with this problem. A review of major medical and nonmedical indicators of child abuse and neglect is offered. Appendices on the Abused and Neglected Child Reporting Act, medical terminology, and example questions for a medical witness in a child abuse litigation case are provided. (Author/PK)

ED 166 623 CG 013 234

Harper, Wesley E.
Liking for Evaluators as a Function of Self-Esteem.
Pub Date- 76
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Change, College Students, *Feedback, *Interpersonal Relationship, *Psychological Characteristics, *Self Esteem, *Self Evaluation

The effect of self-esteem on liking for evaluators was tested by first measuring the self-esteem of 64 junior college students; then giving them positive, ambiguous, or negative feedback in an interview concerning how they would handle group situations; and finally assessing their liking for the interviewer. Because subjects anticipated participating in a group, giving the evaluation future utility, consistency effects were predicted. It was hypothesized that positive evaluators would elicit more liking from high esteem persons, and negative evaluators, more liking from lows. Results showed that self-esteem interacted with evaluation as predicted, suggesting limits to the esteem-enchantment explanation of reactions to evaluations by others. (Author)

Spiegel, Renee Mock, William L.
A Model For a Family Systems Theory Approach to Prevention and Treatment of Alcohol Abusing Youth.
Pub Date- 77
Note-27p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adolescents, *Alcoholism, *Counseling Services, *Drug Abuse, *Family Counseling, Helping Relationship, *Systems Approach, Youth Problems, Youth Programs

A description of the Youth Services Demonstration Project currently being conducted at Alcoholism Services of Cleveland is presented. The family systems approach model used by the project incorporates the following procedures into a multiphase program: (1) assessment and contracting sessions; (2) selection of one of three possible treatment courses; and (3) follow-up and evaluation of the program. Special issues related to the implementation of this family systems approach include acceptance of the family focus, counselor awareness, choice of co-therapist, and flexibility in treatment planning. Each phase of the treatment is described in detail for the reader. (Author/HLM)

ED 166 625 CG 013 239

Horn, John L. Wanberg, Kenneth W.

Females Are Different: On the Diagnosis of Alcoholism in Women.

Pub Date- 70
Grant-MH-14486
Note-24p.; Paper presented at the Annual Conference of the National Institute on Alcohol Abuse and Alcoholism (1st)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, *Alcoholism, Anxiety, *Behavior Patterns, *Behavior Problems, Cluster Grouping, *Drinking, *Drug Abuse, Factor Analysis, Mental Health Programs, *Sex Differences

Causes and expressions of alcohol abuse in both men and women were examined in this study. Subjects (N 365 women and N 1,657 men), all of whom were first admissions to the Alcoholism Division of the Denver Fort Logan Mental Health Center, described their drinking symptoms and behavior patterns after excessive drinking. Over 60 symptoms were considered and then clustered by factor analytic procedures. Results indicated that: (1) empirically determined clusters in women are similar to clusters determined independently in men as are clusters determined in a single subject sample; (2) only eight distinct categories of drinking symptoms are required for a complete nosology of alcoholism; and (3) in some major respects alcoholism in women is not different from alcoholism in men, except in the expression of much greater anxiety about drinking by alcoholic women. (HLM)

ED 166 626 CG 013 241

Flanzer, Jerry P.

Can the Single Parent Parent As Well?

Pub Date-78

Note-24p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Patterns, *Child Rearing, *Family Environment, *Family Influence, *One Parent Family, *Parent Attitudes, *Parent Role, Parents, Sex Differences

The question of whether single parents are able to parent as well as those in two-parent families, as well as the differences between attitudes and practices of single mothers and fathers toward child rearing, were investigated. Members (N 179) of the Southeastern Wisconsin Parents Without Partners group completed the Single Parent Questionnaire, whose items were based on five interrelating variables important to child rearing: satisfaction with child rearing; nature of parental discipline, type and number of problem children, upbringing received by the parents; and extent of community support for single parents. Results indicated that single parents: (1) tended to be slightly authoritarian; (2) had a fairly strict upbringing; (3) were moderately satisfied with community services; (4) had more child rearing difficulties if they were female; and (5) expressed decreasing amounts of satisfaction with child rearing as the number of children in their custody increased. (HLM)

Cravens, Richard B.
The NIMH Technical Assistance Program for CMHCs.
Pub Date- 78
Note-15p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Community Health Services, Federal Aid, Federal Legislation, *Mental Health Clinics, *Mental Health Programs, *National Programs, *Program Development, Public Health Legislation, *Technical Assistance

The development of the Technical Assistance Program for Community Mental Health Centers (CMHC) and its attempts to implement the provisions of the CMHC Act Amendments of 1975 are presented. The process by which funds for this program are allotted, the recipients of the allotments, and how they have used them are described. In addition, guidelines and priorities and the roles of the National Institute of Mental Health (NIMH) Divisions and the Department of Health, Education and Welfare Regional Offices are discussed. Examples of how NIMH Divisions are participating in providing assistance are offered to illustrate the program's activities. (Author)

ED 166 628 CG 013 243

Crocker, Jennifer Taylor, Shelley E.

Theory Driven Processing and the Use of Complex Evidence.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 78
Grant-NSF-BNS-77-009922
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, *Attribution Theory, *Behavior Patterns, *Expectation, *Hypothesis Testing, *Information Processing, *Perception, Reactive Behavior, Social Behavior, Social Environment
Identifiers-*Covariation

The influence of expectations and hypothesis testing on subjects' use of particular types of evidence to estimate covariations was investigated. Results of the first study indicated that all subjects relied most on positive confirming evidence and did not over-utilize evidence that was consistent with expectations. Results of the second study indicated that subjects reported seeing more instances which confirmed than disconfirmed their expectations, but subjects did not over-utilize the estimated frequency of expectation-consistent instances in their covariation judgments. Hypothesis-testing subjects relied most on the estimated frequency of hypothesis-confirming instances, while subjects who were not given a hypothesis to test did not appear to use any particular type of evidence to estimate covariation. (Author)

ED 166 629 CG 013 244

Clayson, David

Effects of Background Factors on Attitude Change During Professional Training.

Pub Date- 74

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Change, Career Development, *Environmental Influences, *Family Influence, Higher Education, *Medical Students, Racial Differences, *Self Concept, Sex Differences, *Socioeconomic Background, *Student Attitudes

The relationship of race, sex, religion, college, and socio-economic factors to modifications in attitudes of three consecutive Cornell University Medical College classes was investigated. Results indicated that: (1) background factors are more important in attitude changes toward self than toward environment; (2) students with lower socio-economic backgrounds experience the most extensive changes in attitudes; (3) students from private colleges are more disillusioned by medical school than are those from other college categories; (4) Black students are more prone than white ones to develop conservative attitudes; (5) women develop more career ambivalence and status problems than do men; and (6) the freshman year shows most changes in attitudes. (Author)

ED 166 630 CG 013 245

Conner, Ross F.

A Model for Developing Program Evaluations to Influence Policy.

Pub Date-78
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (86th Toronto, Ontario, Canada, August, 1978); Parts may be marginally legible due to print quality
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Consultation Programs, *Decision Making, Evaluation Criteria, *Evaluation Methods, Evaluators, Feedback, Information Dissemination, *Policy Formation, *Power Structure, *Program Evaluation

A model for the evaluator-policy maker relationship is presented for use by those responsible for conducting program evaluations which ultimately affect policy decisions. In this collegial model, power is invested equally in relevant research and program personnel. Characteristics of the model are described in terms of: (1) early contact with the program; (2) willingness to learn about the program; (3) a consultive approach to evaluation design; (4) regular contact with the program; and (5) a formal mechanism for program personnel feedback. An application of this model is provided through a description of the American Bar Association BASICS Program. (Author/HLM)

ED 166 631 CG 013 246

Trubow, George B.

Privacy and Security of Criminal History Information. An Analysis of Privacy Issues.

Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-78

Contract-LEAA-7-0553-J-LEAA

Note-83p.; Parts may be marginally legible due to print quality

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00712-1)

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Civil Rights, *Criminal Law, Criminals, *Information Storage, *Information Utilization, *Justice, *Policy Formation, *Privacy, Program Development, Security (Psychology), State Legislation

Policies and issues associated with the privacy and security of criminal history information are presented. The first chapter discusses general concepts regarding privacy and security of criminal justice information, including definitions of basic terms, considerations of interests requiring attention when developing policy, relevance of fair information practices, and constraints of system design. The second chapter provides information regarding specific issues in developing privacy policy such as costs, public record laws, state and federal regulatory authority, types of information, and access. The third chapter describes the criminal justice information privacy and security programs in the states of Colorado, Illinois, Maryland, and Washington, as well as providing suggestions for developing these programs. (Author/HLM)

ED 166 632 CG 013 247

Tobias, Sigmund

Anxiety and Education.

Pub Date- 77

Note-24p.; Paper presented at the Annual Convention of the American Psychological Association (86th Toronto, Ontario, Canada, August, 1978); Page 19 not filmed due to copyright

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Anxiety, *Behavior Change, Elementary Secondary Education, *Individualized Instruction, Information Processing, *Instructional Programs, *Learning Processes, Postsecondary Education, Program Development, Psychological Characteristics, Students, *Testing Problems

The effect of anxiety on learning in a variety of educational contexts is reviewed in general, and two areas of anxiety research especially relevant to educational psychology are reviewed in detail. The first is test anxiety reduction programs, and the second is the outcomes of these programs and the interaction between anxiety and instructional methods. Suggestions for further research in these areas include development of instructional techniques based on individual student differences and needs. (Author)

Garbarino, James And Others
Adult Involvement in the Social Maps of Youth: The Transition from Elementary to Secondary School.
Pub Date-Oct 78
Note-28p.; Tables may be marginally legible due to print quality
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adolescents, Community Influence, Developmental Psychology, Friendship, *Interpersonal Relationship, *Junior High School Students, Parent Child Relationship, *Personal Growth, *Social Development, *Socialization

The social maps'' of 89 youngsters as they made the transition from sixth to eighth grades (elementary to junior high school) were explored. Data were gathered through interviews with the youngsters in sixth and again in eighth grade. Subjects' mothers were also interviewed at both times. Interviews focused on the child's social network as perceived by the child and by the child's mother. Of special interest were the age and role characteristics of the people named. The results indicate that mothers see more adults in children's social networks than do the children themselves. Both children and their mothers report more adult involvement in eighth grade than in sixth grade. Relatively few differences are attributable to gender, ordinal position, socioeconomic status, family structure, or stage of physical development. (Author)

ED 166 634 CS 004 361

Stallings, Jane A.
Teaching Basic Reading Skills in Secondary Schools.
Pub Date-Mar 78
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Basic Reading, Inservice Teacher Education, *Instructional Improvement, Reading Improvement, *Reading Instruction, *Reading Research, Reading Skills, Secondary Education, Secondary School Students, Secondary School Teachers, *Teacher Improvement, Teacher Workshops, Teaching Methods, *Teaching Skills

A total of 905 students and 51 teachers were involved in a two-phase study of the teaching of basic reading skills in secondary schools. The first phase of the study used an observation instrument, student ratings, a teacher questionnaire, and a reading achievement test to identify teaching processes that are efficient in helping secondary school students learn to read. The results suggested that, to achieve the most in reading, students should spend much of their class time using workbooks and textbooks, that teachers should use positive feedback and should work frequently with a group of students or with the total class, and that social interaction during class time should be limited. Through a series of workshops, the second phase of the study sought to translate these findings into information that could be used by classroom teachers to increase students' reading achievement. Teachers were placed into either an experimental group that was trained immediately according to the phase-one findings or into a control group that received training later. While the complete data from the study have not been thoroughly analyzed, preliminary findings indicate that teachers in the experimental group have reduced the negative behavior in their classrooms, have increased the amount of positive feedback, and have increased the amount of oral reading with low-reading-ability students. (FL)

Ortony, Andrew
Beyond Literal Similarity. Technical Report No. 105.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Academy of Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-76-0116
Note-58p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Abstraction Levels, *Classification, *Cognitive Processes, Communication (Thought Transfer), *Comprehension, *Figurative Language, *Metaphors, Models, *Semantics, Symmetry
Identifiers-*Center for the Study of Reading (Illinois), Similes

Hitherto, theories of similarity have restricted themselves to judgments of what might be called literal similarity. A central thesis of this paper is that a complete account of similarity needs also to be sensitive to nonliteralness, or metaphoricity, an aspect of similarity statements that is most evident in similes, but that actually underlies metaphorical language in general. Theoretical arguments are advanced in support of the claim that metaphoricity can be represented in terms of the relative degrees of salience of matching (or matchable) attributes of the two terms in a comparison. A modification of Amos Tversky's (1977) account of similarity is proposed. The implications of this proposal for similarity statements are discussed, along with implications for the psychological processes involved in their comprehension. It is argued that the general account of similarity proposed, including, as it does, nonliteral similarity, can not only form the basis of a theory of metaphor, but can also give a credible account of the relationship between metaphor, analogy, and similarity. (Author)

ED 166 636 CS 004 466

Teale, William H.
Contextual Information and Reading Comprehension.
Pub Date-Aug 77
Note-24p.; Paper presented at the Annual Meeting of the Australian Reading Conference (3rd, Melbourne, Australia, August 28-31, 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cognitive Processes, *Communication (Thought Transfer), Comprehension, *Content Reading, Context Clues, Elementary Secondary Education, *Interaction, *Knowledge Level, Language Styles, *Reading Comprehension, Reading Instruction, *Reading Processes, Reading Research, Semantics, Speaking, Student Experience, Textbook Content, Writing
Identifiers-*Schemata

Following a discussion of the differences between oral and written speech, this paper examines the act of reading written speech and the role that contextual information plays in reading comprehension. It notes the interaction that occurs between reader and text, points out the way in which written language makes demands upon readers' extralinguistic information, presents H. P. Grice's Cooperative Principles regarding ways a speaker (writer) is expected to cooperate with a listener (reader), and explains the ``Given-New Contract'' of Herb Clark and Susan Haviland, which governs the way in which speakers present information that listeners do or do not know. It then demonstrates that textbook content has a Given-New pattern and reports the results of a study that revealed that both IQ and knowledge of concepts assumed by a textbook passage to be Given information correlated significantly with reading comprehension. The paper concludes from the study that reading comprehension is dependent not merely on the text but on the transaction that occurs as a result of reader information meeting author information, and it reports on other research providing evidence for this conclusion. It also notes the differences between ``real'' reading comprehension (a thinking transaction with a passage) and ``unreal'' reading comprehension (a literal level translation) and urges secondary teachers to teach reading as a thinking process and to set purposes for reading. (GT)

ED 166 637 CS 004 556

Mosenthal, Peter

Three Types of Schemata in Children's Recall of Cohesive and Noncohesive Text.

Pub Date- 77

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adults, *Children, *Cognitive Processes, *Discourse Analysis, Elementary Education, Language Patterns, Language Research, Linguistics, *Reading Research, *Recall (Psychological)

Identifiers-*Schemata

The assumption that ideal'' text grammars are valid descriptions of the schemata used by children to organize their recall of text was challenged in a study involving 150 elementary school children. The children, all with above-average reading ability, were classified as having one of three types of schemata: theme-initial (identifying the initial event of the text as the theme the schemata used by adults), theme-final (identifying the final event of the text as the theme), and no-theme-structure (failing to use thematic structure to aid in prose processing). They then read and recalled 12 paragraphs representing the three schemata conditions. The results demonstrated that children's recall of text is a function of schemata structure as well as of text structure. The findings suggest that while ideal grammars may be valid descriptions for adults who share a common schemata, they are not always valid descriptions for children who have different schemata structures. (FL)

ED 166 638 CS 004 563

Sternberg, Robert J.

Representation and Process in Transitive Inference. Technical Report No. 12.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Oct 78

Contract-N0001478C0025

Note-125p.; Several figures may not reproduce due to small type

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Abstraction Levels, *Association (Psychological), *Cognitive Processes, Cognitive Style, Cues, Information Processing, Learning Processes, *Linguistics, *Memory, Psychological Studies, Retention, Thought Processes

Identifiers-*Transitive Inference

In this report, three theories of transitive inference are compared as they apply to the solution of linear syllogisms: a spatial theory, a linguistic theory, and a new mixed linguistic-spatial theory. Each theory is expressed in terms of an information-processing (flow chart) model and a mathematical model that quantifies the information-processing model. The results of four experiments testing the mathematical models for their ability to account for latency data are reported, and it is shown that they overwhelmingly support the mixed theory. This support holds over varied modes of problem presentation, adjectives, sessions, and subjects. The duration of each component process in the mixed theory is estimated, and its contribution to total solution time is assessed. Then the mixed theory is shown to account for most patterns of individual-difference data. Finally, the theory is shown to be consistent with a variety of data obtained in previous investigations of transitive inference. (Fourteen tables are appended.) (Author/MAI)

ED 166 639 CS 004 572

Garner, Ruth

Use of Linguistic Context in the Reduction of Meaning Alternatives.

Pub Date-Oct 78

Note-9p.; Paper presented at the Annual Meeting of the College Reading Association (22nd, Washington, D.C., October 19-21, 1978)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Context Clues, Elementary Education, *Learning Activities, *Reading Comprehension, Reading Research, *Semantics, *Teaching Techniques

Adults use linguistic context to assist in understanding words that may have multiple meanings. However, elementary school children are not able consistently to use this method of clarifying ambiguity. Research has shown that a three-component training method can help upper elementary school students develop the use of linguistic context. To utilize this method, some particular classroom experiences have been suggested and used. These include: developing sentence sets that demonstrate possible variations in the meaning of a word in different settings, asking children to discuss different meaning emphases of a word in different sentences and then to create a sentence surrounded by two other sentences that clarify the meaning of the target sentence, and having students place apparently anomalous word uses into settings that make sense of the usages and then having them collect further illustrations from their reading. (TJ)

Grundin, Hans U.

Aspects of Functional Literacy.

Pub Date-Aug 78
Note-14p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978) ; Best copy available
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Basic Education, *Adult Literacy, *Basic Skills, Foreign Countries, *Functional Illiteracy, Reading, *Reading Research
Identifiers-Sweden

Society expects certain levels of literacy from its citizens. In addition, individuals have expectations for their own levels of literacy. In defining functional literacy, there is considerable disagreement over what can be expected of consumers, employees, and taxpayers. Empirical studies in Sweden attempting to establish criteria of functional literacy and to assess the degree to which school leavers and adults have achieved functional literacy have shown that if adults achieve a certain level in school, their level of literacy tends to increase and that adults tend to do much better on real-life tests than on school-type tests. These studies also indicated that even among educators there is little agreement as to what is a satisfactory level of literacy. Societal demands and expectations seem much higher than the level of performance of a majority of adults, making it important to develop reasonable standards of functional literacy. (TJ)

ED 166 641 CS 004 577

Simplified Reading Materials for Language Handicapped Persons.
Pennsylvania State Library, Harrisburg.; Western Pennsylvania School for the Deaf, Pittsburgh.

Pub Date-78
Note-29p.; Map on page 15 may be marginally legible; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Deaf Children, Deaf Research, *Developmental Reading, Elementary Secondary Education, *High Interest Low Vocabulary Books, Independent Reading, *Library Programs, Photographs, Reading Interests, *Reading Materials
Identifiers-*Book Production

A library project designed to increase the independent reading of deaf children involved the initiation of a bookmobile program in the dormitories of a school for the deaf and the adaptation and creation of books that deaf children could use independently. Because it is difficult for deaf persons to grasp abstract concepts in print, high-interest reading materials intended for them require clear simple language structure and numerous photographs for visual clues to meaning. In this project, a survey of student interests revealed that the students preferred books about monsters, famous people, familiar topics (farm life, local history and geography), and motorcycles. In compiling books on these topics the project personnel faced the problems of obtaining printing rights for copyrighted materials, the time involved in securing permission for materials, and effective printing at a minimal cost. While the project was successful in that it produced a number of high-interest low-vocabulary books that stimulated student interest in reading, negative criticism surrounded the poor pictorial quality, the use of illustrations rather than photographs, and the unattractive bindings of the books. (MAI)

ED 166 642 CS 004 578

Ruppel, George

A Self-Managed Reading Improvement Program.

Pub Date-Oct 78
Note-27p.; Paper presented at the Annual Meeting of the North Central Reading Association (21st, Notre Dame, Indiana, October 20-21, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Higher Education, *Positive Reinforcement, Reading Comprehension, *Reading Improvement, Reading Rate, *Reading Research, *Remedial Reading Programs, *Self Help Programs, *Self Reward, Student Motivation

In an investigation of the effectiveness of self-managed reading improvement programs, a program incorporating self-monitoring (observing and recording relevant activity), self-reinforcement (increasing the probability of some target behavior by the self-presentation of positive consequences or the removal of negative consequences), and shaping (setting intermediate goals and emphasizing gradual improvement) was administered to 204 undergraduate study skills students. There were two self-reinforcement conditions (performance and improvement contingent), a monitoring control condition, and a no treatment control group. The treatment lengths were six weeks and eight weeks. Analysis of pretest and posttest results indicated that the performance contingent self-reinforcement group showed an average reading rate increase of 35% and that students in all three experimental conditions showed significant improvement in reading rate over those in the control group. Comprehension was unaffected. There were no differences between males and females or between treatment lengths. The results seem to emphasize the importance of programs of reading improvement and to highlight differences in self-reinforcement strategies. (Author/GT)

ED 166 643 CS 004 590

Huydic, Valerie

A Report on Research and Teachers' Evaluation of Distar Reading (Bridgeport, Connecticut).

Pub Date-78
Note-43p.; Report prepared at Southern Connecticut State College ; Best copy available
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Beginning Reading, Primary Education, *Program Effectiveness, *Reading Instruction, *Reading Programs, Reading Research, Remedial Reading, Teacher Attitudes, Teaching Methods
Identifiers-*Distar Reading Program

The Direct Instructional System for Teaching Reading'' (DISTAR) is a highly structured, synthetic method of teaching reading that was developed to provide beginning and remedial reading instruction to primary school children who have had difficulty learning from other materials. To determine DISTAR's effectiveness as a teaching method, the 77 Bridgeport, Connecticut, teachers who used DISTAR were asked to complete an evaluative questionnaire. The responses from the 58 teachers completing the questionnaire were analyzed and compared to similar surveys of Chicago teachers using DISTAR. A summary of the findings showed that the Bridgeport teachers and their students liked using DISTAR, that DISTAR taught word attack skills better than it taught comprehension skills, that a teacher aide was necessary when using DISTAR, that DISTAR was an effective teaching method for all types of learners (especially slow and average learners), and that DISTAR enhanced attention span without stifling student creativity. The teachers expressed the need to improve DISTAR in several ways, including greater emphasis on comprehension skills, the addition of supplementary materials, and the revision of one of the DISTAR programs (DISTAR III). (A copy of the questionnaire is attached.) (RL)

ED 166 644 CS 004 591

A Field Research Study of the Holt Basic Reading System (1977-1978).
Holt, Rinehart & Winston, New York, N.Y. Product School Research.

Pub Date-78
Note-84p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrator Attitudes, *Basic Reading, Elementary Secondary Education, *Evaluation Criteria, Instructional Materials, *Reading Achievement, *Reading Instruction, *Reading Programs, *Reading Research, Student Needs, Teacher Attitudes
Identifiers-*Holt Basic Reading System

To investigate the effectiveness of the The Holt Basic Reading System, 1977'' in a variety of schools that had used the system for one or two years, a four-part field study was devised that involved selecting demographic data on the participating schools, assessing the judgments and ideas of the school administrators in regard to the reading methodology and design, determining the teachers' reactions to the program, interviewing students for their reactions to the program and to determine their reading interests, and measuring the program's effects on students' reading and language arts achievement. Results of the study can be summarized as follows: the 39 school administrators rated the program as very good'' to excellent'' and agreed that it provided sufficient practice in the basic skills, appealed to the child's interests, and offered sufficient professional help; the reaction of the 280 teachers who participated in the study was positive and they approved of the various techniques employed in the system; students rated the career and art portfolio sections of the textbooks as important and indicated that the reading level was appropriate for them; and pre/posttest analysis of students' reading achievement demonstrated achievement growth in reading and language arts. (MAI)

ED 166 645 CS 004 594

New Adventure in Learning Adoption Information.
Pub Date-78
Note-29p.
Pub Type- Reports - General (140)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavioral Objectives, Elementary Education, Individualized Instruction, *Inservice Teacher Education, *Language Arts, *Language Skills, *Positive Reinforcement, Psycholinguistics, *Reading Instruction, Self Concept, Student Evaluation, Validated Programs.
Identifiers-National Diffusion Network Programs, *Project New Adventure in Learning

The New Adventure in Learning program, a language and reading skills program stressing individually determined instruction and positive behavioral principles, is described in this report, and adoption procedures for the program are outlined. Part one indicates the type of community, school, and students that have been served by the program and reports behavioral objectives, teaching activities, evaluative methods, and findings in the areas of oral language development, psycholinguistic development, reading development, selected advanced language arts skills development (including spelling, writing mechanics, and study skills), and affective development. It then discusses the overall evaluation design for the program. Part two provides an overview of three staff training components of the program: an initial workshop in psycholinguistic diagnosis, remedial/developmental instruction, and positive reinforcement; a two-day workshop in increasing oral language facility and mental age and creating a positive classroom setting; and a three-day workshop that explores the complete reading program and stresses techniques for developing positive self-concepts. Probable costs for adoption, and materials and equipment needed, are also noted. (GT)

ED 166 646 CS 004 597

Dupuis, Mary M. Askov, Eunice N.

Combining University and School-Based Inservice Education in Content Area Reading.

Pub Date-78

Note-17p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978) ; Light type may not reproduce clearly; Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Content Reading, *Extension Education, *Inservice Teacher Education, *Reading Instruction, *Reading Research, Secondary Education, Secondary School Teachers, *Teacher Attitudes, Teacher Morale, Teacher Workshops, Teaching Methods

To test whether secondary teachers' attitudes and knowledge of reading skills could be positively changed by inservice education, a university developed a content area reading project that offered instruction to junior high teachers at three school-based sites. The 57 teachers who were involved in the year-long program were provided with objectives for instruction and given multiple opportunities to master those objectives. The inservice model employed in the project involved four components: field-based instruction by university personnel; follow-up supervision in the schools by trained supervisors; instruction using various media and materials to present concepts relevant to content area reading, as well as instruction in designing and using these materials in the content area classroom; and the use of teachers as change agents to encourage and train other teachers to adopt these techniques. In an evaluation of the project, the attitudes and morale of the participating teachers were compared to those of nonparticipating teachers in their buildings. While morale was approximately the same for both groups, project teachers expressed significantly more positive attitudes toward teaching reading in the content area than did the comparison group. In addition, pretest and posttest scores indicated that the reading skills knowledge of project teachers increased significantly. A follow-up study conducted one year later revealed that the effects of the inservice training were retained. (A sample of a measurement instrument used in the project and tables of data are appended.) (FL)

ED 166 647 CS 004 598

Greenlaw, M. Jean Moore, David

An Analysis of Current Research on the Metropolitan Readiness Test and First-Grade Reading Achievement.

Pub Date-78
Note-16p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1973) ; Not available in hard copy due to marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Beginning Reading, Evaluation Criteria, Individualized Instruction, Literature Reviews, *Predictive Validity, Primary Education, *Reading Achievement, Reading Diagnosis, Reading Readiness, *Reading Readiness Tests, *Reading Research, Research Criteria, *Test Validity
Identifiers-*Metropolitan Readiness Test

A review of literature by reading authorities identified seven criteria necessary for meaningful research about reading readiness tests. These criteria were then used in analysis of 15 research studies dealing with the Metropolitan Readiness Test'' and first grade reading achievement. Five major findings resulted from this analysis: first, MRT scores provide few direct implications about the instructional programs that individual students should receive (contrasting with the consensus of reading experts that reading readiness tests and research should help to determine how children are ready to begin reading instead of if they are ready to learn to read). Second, the time when the MRT is administered does not substantially affect its predictive validity. Third, research reports ignore aptitude-treatment interactions affecting MRT's validity, making it difficult to determine MRT's usefulness in conjunction with different instructional circumstances. Fourth, the statistical power computed in the studies (indicating MRT's ability to predict or detect significant relationships) is extremely high. Fifth, the average correlation of .59 between the MRT and first grade reading attainment is large enough to warrant predictions of group reading performance but not of individual reading performances. (A bibliography lists the resources used to establish the criteria and to collect the research data.) (RL)

ED 166 648 CS 004 603

The Social and Economic Impact of Illiteracy in Georgia.
Georgia State Dept. of Education, Atlanta.; Georgia State Univ., Atlanta.
Pub Date-Dec 78
Note-24p.
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Adult Basic Education, Adult Education Programs, Economic Factors, Educational Assessment, *Educational Needs, Employment Patterns, *Financial Problems, *Illiteracy, *Illiterate Adults, *Males, Productivity, *Social Problems, Socioeconomic Influences, Statewide Planning
Identifiers-*Georgia

A 1970 census revealed that approximately half of the male population in the state of Georgia, 25 years of age or older, had completed fewer than eight years of school, the minimum requirement for literacy according to the United States Office of Education. In addition to the yearly income lost by these males (which amounts to 175 million dollars), and the related loss of 19 million state tax dollars each year, this low level of education presents other serious problems for the entire state. Besides the lower income levels and reduced job opportunities for the individuals involved, a low statewide level of education results in decreased voter participation, increased welfare costs, poorer civic involvement in politics, higher crime rates, and the related costs of maintaining law enforcement and criminal justice systems. Since the average cost of adult basic education is approximately $600.00 per person, using tax dollars to reduce illiteracy is both economical and practical for all concerned in that education solves the problem of economic self-sufficiency at the same time that it positively affects the educational levels of future generations. (Eleven tables are included.) (Author/MAI)

ED 166 649 CS 004 605

Duncan, Patricia H.

Teacher Need-Structure and Instructional Preference in Reading: A Pilot Study.

Pub Date-78

Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Effective Teaching, *Measurement Instruments, *Needs Assessment, Reading Instruction, *Reading Research, *Teacher Attitudes, *Teacher Behavior, Teacher Improvement, *Teacher Motivation

Thirty-one experienced teachers enrolled in graduate reading courses served as subjects in a study conducted to determine whether simple instruments could be developed to assess teacher need structure, frequency of teacher behaviors related to reading, and the relationship between the two. A 25-item instrument was developed based on Abraham Maslow's hierarchy of needs. The subjects indicated the amount of their agreement with each item and then responded to a checklist of 45 typical behaviors related to teaching reading. Also, the subjects were given a list of Maslow's categories and asked to indicate with which need each item corresponded. It was concluded that the opinionnaire was able to indicate distinct motivational directions for most subjects, appeared to resist the influence of rater tendencies toward high or low weighting, and contained a majority of items that clearly fit particular need categories. The behavior checklist did not appear to discriminate between frequently and infrequently occurring behaviors. (TJ)

ED 166 650 CS 004 608

Hughes, Rowland

Helping Parents Read Mathematics with Children.

Pub Date-Feb 78

Note-15p.; Paper presented at the Annual Meeting of the Parents and Reading Conference (3rd, New York City, February 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Elementary Education, *Mathematical Vocabulary, *Mathematics Instruction, *Parent Role, *Reading Difficulty, *Reading Instruction, *Teaching Techniques

Some difficulties children have with mathematics are related to reading problems and not to mathematics itself. The ability to read mathematics is related to reading but is a specialty within that ability and can be taught by the teacher and by parents. Both specialized vocabulary and sentence structure must be learned by the student. For the teacher, the process includes analyzing the most important concepts, listing the words or other symbols essential to each concept, and setting priorities. Children must begin by learning to perceive symbols. Then they must attach a literal meaning to the symbol, analyze relationships, and solve word problems. One recommended procedure for helping children learn to read word problems is to have them first read to visualize the situation, reread to get the facts, note problem vocabulary or concepts, reread in planning the steps for solution, and read the problem again to check the procedure and solution. Parents can begin early to help their children read mathematics by reading them stories and poems related to numbers and mathematics. (TJ)

ED 166 651 CS 004 612

Spiro, Rand J. Tirre, William C.

Individual Differences in Schema Utilization during Discourse Processing. Technical Report No. 111.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Contract-400-76-0116

Note-29p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cognitive Processes, Cognitive Style, Discourse Analysis, Higher Education, *Individual Differences, Performance Factors, *Reading Processes, *Reading Research, *Recall (Psychological), Stimulus Behavior

Identifiers-*Center for the Study of Reading (Illinois), *Schemata

One hundred twelve college students participated in a study designed to determine whether students differ in their relative employment of knowledge-based processes in discourse processing and whether individuals tend to be more text-bound'' and less able to use preexisting knowledge schemata when they are more stimulus-bound'' in a task with analogous processing demands (i.e., an embedded figures test or EFT). Subjects were randomly assigned to read either a narrative about a trip to a restaurant or a parallel narrative about a trip to a supermarket; they then took the EFT and a vocabulary test, after which they recalled the passage they had read. Previous research had shown that, since the foods purchased'' component of the restaurant schema is more highly constrained than that of the supermarket schema, the former supports greater food item recall. Analysis of the results showed that high and low EFT scorers (with variability attributable to difference in verbal ability statistically removed) recalled food items equally well from the supermarket passage but that for the restaurant passage, food item recall increased radically compared to the supermarket passage only for the higher EFT scorers. It was concluded that the low EFT scorers were unable to capitalize on their prior knowledge to increase their recall of information from text. (GT)

ED 166 652 CS 004 618

Fowler, Carol A.

Phonological Coding in Beginning Reading.

Pub Date-78
Note-15p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Beginning Reading, *Cognitive Processes, Elementary Education, *Learning Theories, Phoneme Grapheme Correspondence, *Phonology, Reading Ability, *Reading Processes, *Reading Research, Word Recognition

The phonological information provided by written words may be used by the reader as a convenient temporary storage medium and as a way of gaining access to the lexicon. Beginning readers should be able to exploit the sound-based patterning of the orthography in reading single words and to bypass it on occasion. Some words do not conform to English spelling-to-sound rules and must be read by sight. This also allows for fluent reading since the reader need not stop to sound out each word. However, this strategy places an enormous burden on the child's ability to memorize word shapes. Access to the lexicon by the phonological form of a word exploits the rules governing the relationship between orthography and sound. However, for a beginning reader, application of sound-spelling rules is time consuming, and beginning readers may not have sufficient awareness of the structure of words. Some research in phonological processing by beginning readers indicates that the use they make of phonological representation differs between good and poor readers. Also, a relationship between linguistic awareness and the ability to read isolated words has been shown. Third, reading skill and experience are related to skill in accessing the phonological form of a word. (TJ)

ED 166 653 CS 004 635

Davis, Frances R. A., Ed. Parker, Robert P., Jr., Ed.

Teaching for Literacy: Reflections on the Bullock Report.

Pub Date-Dec 78
Note-218p.
Available from-Agathon Press, Inc., 150 Fifth Avenue, New York, New York 10011 ($12.95 cloth, $7.95 paper)
Pub Type- Books (010) - Collected Works - General (020)
Document Not Available from EDRS.
Descriptors-Beginning Reading, Early Childhood Education, *Educational Research, Elementary Secondary Education, *English Instruction, Foreign Countries, *Language Development, Learning Disabilities, *Literacy, Reading Instruction, *Reading Skills, Self Concept, Teacher Attitudes, Teacher Education, Teacher Role, Teaching Methods, *Writing Skills
Identifiers-*Bullock Committee Report (England)

The 15 articles in this book focus upon the major literacy issues raised by the Bullock Committee in Great Britain and offer reflections upon these issues by United States and British educators who work daily with literacy problems. The articles cover the following topics: the Bullock Committee's work, providing for language growth in young children, language and learning in the early years and its teaching implications, the language development of children with learning disorders, teachers' attitudes toward language learning across the curriculum, the learner's self-concept, learning about the teaching of writing by writing, teacher education programs in the United States and in England, teaching for communication competence, langauge policies in British infant schools, the relevance of the Bullock Report to the British junior school, the Bullock Report and the comprehensive school, English teaching practices and teacher performance, research on the writing process, and action research and teaching. A final section of the book contains short biographical sketches of each contributor. (FL)

ED 166 654 CS 004 636

Clay, Marie M.

Reading: The Patterning of Complex Behaviour.

Pub Date-77

Note-165p.

Available from-Heinemann Educational Books, Inc., 4 Front Street, Exeter, New Hampshire 03833 ($4.95 paper)

Pub Type- Books (010) - Guides - General (050) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Beginning Reading, Classroom Environment, Early Childhood Education, Elementary Education, Language Experience Approach, Prereading Experience, *Reading Diagnosis, *Reading Failure, Reading Materials, *Reading Processes, Reading Readiness, *Reading Research, *Reading Skills, Visual Perception

Based on information gained in two longitudinal research studies of the beginning reading process, this book offers insights into the detection and prevention of reading failure. The 13 chapters of the book deal with the following topics: barriers to the early identification of reading problems, preschool experiences, school entry, early reading behavior and language development, an introduction to print, directional learning and concepts about print, early integration of skills, learning to read with natural language texts, first reading books, error analysis, classroom environment, the visual perception of print, and the organization of reading behavior. (FL)

ED 166 655 CS 004 638

Niles, Jerome A. And Others

The Effect of Within Level Processing on Memory for Prose.

Pub Date-78

Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Processes, Higher Education, Memory, Prose, *Reading Processes, *Reading Research, *Recall (Psychological), Semantics

A study examined the effects of within domain processing on the recall of idea units as well as the potential reversals in performance resulting from the passing of time. Subjects for the experiment were 89 undergraduate students randomly assigned to six conditions related to target words in a reading passage: counting e's, determining the preceding letter, creating a rhyme, creating a synonym, creating an antonym, and filling in a cloze blank that provided the initial letter of the word. The first three were physical domain processing conditions; the second three were semantic domain processing conditions. A seventh condition of normal reading was employed to give an indication of performance under noninterference conditions. The subjects read the directions for their condition, read a passage following condition directions, noted their reading time, and produced a written recall of as much of the passage as possible. A second recall test was given a week later. Analysis of the results indicated that the only marked differences were present in the normal reading condition, which produced the best performance, and the rhyming condition, which produced the worst performance. There were no significant differences on the delayed tests. When looking at main ideas recalled, it appeared that subjects benefited from the semantic processing conditions. (TJ)

ED 166 656 CS 004 640

Kerstiens, Gene

Yet Another Look at College Developmental Reading Courses.

Pub Date- 78

Note-9p.; Study prepared at El Camino College

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Achievement Gains, *Course Evaluation, *Developmental Reading, English Instruction, Higher Education, Junior Colleges, *Phonics, *Reading Difficulty, *Reading Instruction, Reading Processes, *Reading Research, Remedial Reading

To discover whether the typical college reading course repairs students' phonic disabilities to a significant degree and whether students who are severely phonically disabled benefit from the treatment provided in such courses, a study was undertaken involving students in 14 classes. Instruction for those students in the developmental reading classes (the experimental condition) focused on vocabulary development, reading rate, comprehension, and study skills. Those in the English classes (the control condition) received instruction in grammar, usage, and composition skills. No specific or discrete instruction in aural decoding skills or phonic analysis was provided in any of the classes. It was found that both groups achieved statistically significant gains while the difference in gains between the groups was not significant. However, the total gain in the reading class was such that the average student who exhibited serious phonic disablement before the experiment was still classified as seriously phonically disabled upon completing the class. (TJ)

ED 166 657 CS 004 645

Williams, Lynnda

Reading Interest in Free-Choice Books, Readability, and the Readability Principle.

Pub Date-Jan 79
Note-72p.; M.Ed. Thesis, Rutgers, The State University of New Jersey ; Not available in hard copy due to marginal legibility
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*High School Students, *Readability, *Reading Interests, Reading Level, *Reading Research, *Recreational Reading, Secondary Education, Student Motivation

Focusing on the extent to which high school students are interested in their free-choice books and on the relationship between the students' reading level and the readability level of the chosen books, a study was devised to test the validity of Edward Fry's Readability Principle. This principle states that high motivation can overcome high readability, but low motivation demands low readability. Reading levels of the students were obtained from scores on standardized tests, and the Fry Readability Scale was used to calculate the readability of the books. The 58 students involved in the study selected a total of 75 books and completed 56 of them. Each of their selections constituted either a positive or a negative match. If the reading level of the student equalled or exceeded the readability of the book, the match was positive. If the reading level of the student was below the readability of the book, then the match was negative. There were 43 positive and 32 negative matches. In individual interviews, the students reported the number of pages they had read in each book and indicated their level of interest in each. It was found that students with high interest, in both positive and negative groups, read more pages than those with low interest. Little or no relationship was found between students' reading levels and readability levels. The study confirms the Fry Readability Principle. (FL)

ED 166 658 CS 004 649

Dixon, Carol N.
Story Type and Children's Recall.
Pub Date-78
Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978); Not available in hard copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Beginning Reading, Cognitive Development, *Comprehension Development, *Listening Comprehension, Primary Education, Reading Ability, *Reading Comprehension, *Reading Research, *Recall (Psychological)

In an exploration of the comprehension process of the beginning reader, 16 first and second grade students were each asked to listen to two stories one a narrative account and the other an expository passage and then immediately to retell them. Recall protocols were compared by propositional analysis for text-related superordinate and subordinate propositions and for text-unrelated propositions. In addition, superordinate and subordinate propositions from the recall protocols were mapped against the original text protocols to determine position within the text of the remembered material. Results showed superior recall of superordinate over subordinate propositions. In addition, narrative text was recalled more easily than expository text, and second grade children recalled more from both types of text than did first grade children. In expository text recall, first grade children seemed to rely on relationship to previous experience while second grade children combined relationship to previous experience with recency of presentation. The findings suggest that the comprehension process may change developmentally. (Author/FL)

ED 166 659 CS 004 651

Waterman, David C., Comp. Gibbs, Vanita M., Comp.

The Reading Environment; Proceedings of the Annual Reading Conference (8th, Terre Haute, Indiana, June 15-16, 1978).

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date-Jan 79

Note-50p.; Studies in Curriculum Development No. 2 ; Parts may not reproduce clearly

Pub Type - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Audiovisual Aids, *Classroom Environment, Critical Reading, Curriculum Development, Elementary Education, *Environmental Influences, Foreign Countries, Mathematics Instruction, *Reading Comprehension, *Reading Instruction, Reading Programs, Teaching Methods, Team Teaching

The papers presented in this annual reading conference report focus on various aspects of the topic, The Reading Environment.'' The opening address advocates establishing reading programs that correspond to the developmental stages of individual children programs that consider the needs of the whole child. The other papers delivered at the conference include a discussion of three environments the classroom, the world outside, and that within the individual child; classroom exercises for developing critical readers; suggestions for using media in the reading classroom; answers to specific questions regarding the effectiveness of team teaching in the reading classroom; an examination of the language, vocabulary, and abstractions involved in simple mathematics story problems; and an analysis of the reading instruction programs in certain foreign countries. (MAI)

ED 166 660 CS 004 653

A Reading Program for the 70s: Physical Education.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date-78
Note-13p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Resources, Elementary Education, *Language Arts, *Language Skills, *Learning Activities, Movement Education, *Perceptual Motor Learning, *Physical Education, *Reading Instruction, Vocabulary Development, Writing Skills
Identifiers-Right to Read

Activities that promote perceptual motor development and that link language arts experiences to physical education are described in this guide. The 13 activities for students in kindergarten through grade three include playing games that relate movement and cognition, moving to music, describing sensory experiences, and defining words used to designate movement. The 18 activities for students in grades four through six involve students in such experiences as writing rules and strategies for an original game, planning a playground for the school, interacting on the interpretation of written words, and reading sports poems. Among the 14 activities for students in grades six through eight are reading and discussing sports books, making a sports dictionary, and writing about various aspects of physical education. A list of relevant books and phonograph records is included. (GT)

ED 166 661 CS 004 654

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' October through December 1978 (Vol. 39 Nos. 4 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Advance Organizers, Beginning Reading, *Doctoral Theses, Elementary Secondary Education, Higher Education, Oral Reading, Readability, Reading Ability, Reading Achievement, *Reading Comprehension, *Reading Processes, *Reading Research, Recall (Psychological), Semantics, Short Stories, Silent Reading, Syntax, Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with a variety of topics, including the following: the relationship of text organization to readability and reading ability; how advance organizers, outlining, and other preparatory procedures affect learning and reading comprehension; how syntax and semantics affect the recall of connected discourse; a model of affective and cognitive silent reading strategies; the strategic processes involved in beginning reading; grade level differences in reading comprehension; and differences between recognizing words on a word list and words in context. (RL)

ED 166 662 CS 004 655

West, Ellen M. Lagotic, Diana L.

The Accuracy of Adult Disabled Readers' Perceptions of Their Own Reading Difficulties.

Pub Date-78

Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Basic Education, *Adults, High School Equivalency Programs, *Predictive Validity, *Reading Ability, *Reading Diagnosis, *Reading Difficulty, Reading Skills, *Self Concept

In an effort to minimize initial testing of adult students, a ten-item Adult Reading Survey'' was developed to measure self-perception as related to reading ability. Survey responses of 184 adult education students ranging in age from 15 to 68 were correlated to reading test results to determine levels of accuracy. Portions of two tests, the Test of Adult Basic Education, Form M'' (1967) and the Botel Reading Inventory'' (1970) were used to confirm or negate the problem areas indicated by students on the Adult Reading Survey.'' Results indicated that the highest correlations between test scores and students' perceptions were found on middle and ending sounds, inference, and vocabulary. (The Adult Reading Survey'' is included.) (Author/GT)

ED 166 663　　　　　　　　　　　　　　　　　　　CS 004 657

Hahn, Joan M.

Comprehension: A Reasonable Goal at the Primary Level?

Pub Date-Nov 78

Note-9p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978); Not available in hard copy due to marginal legibility of original document ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Beginning Reading, Classroom Environment, *Comprehension Development, Language Development, Literature Appreciation, Primary Education, Questioning Techniques, *Reading Comprehension, Reading Processes, *Reading Skills, *Skill Development, *Teaching Techniques

Identifiers-Oral Language

Strategies for the development of comprehension during the beginning reading stages are discussed in this paper. Among the topics dealt with are relationships between developmental stages of speech production and reading comprehension; ways of creating a reading climate that promotes experiences with literature; specific techniques for using experiences with literature to develop skills in phonics, structural analysis, and vocabulary and to reinforce sight vocabulary; the interdependent roles of phonetic decoding and meaning; and the use of questioning strategies to assess different levels of comprehension. (GT)

ED 166 664 CS 004 658

Horodezky, Betty

Family Forces for Preschool Development of Health, Vocabulary and Perceptual Skills.

Pub Date-78
Note-14p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cognitive Development, Disadvantaged Environment, Educational History, Family Environment, *Family Influence, Health, Language Development, Nutrition, *Parent Child Relationship, *Prereading Experience, *Preschool Children, Preschool Education, Reading Readiness, Research, *Skill Development

The importance of parental attention in the facilitation of prereading skill development is examined in this paper. The first section presents a historical perspective on attitudes toward early childhood education, touching on the views of educators of past centuries and on recent trends in early childhood education in the United States. The following section, which delineates the influence of health on preschool learning, summarizes studies on the effects of maternal malnutrition upon development and on the relationship between early nutrition, brain development, and mental ability. The third section discusses the linguistic development of preschool children, the effects of adult/child interaction on language development, and the importance of providing opportunities for developing auditory, visual, and perceptual skills. The final section summarizes research results that suggest the importance of home environment in prereading development and identifies characteristics of the homes of deprived children. (GT)

ED 166 665 CS 004 660

Reed, Kathleen

An Investigation of the Effect of Sustained Silent Reading on Reading Comprehension Skills and Attitude toward Reading of Urban Secondary School Students.

Pub Date-78

Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-High School Students, *Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Research, Secondary Education, Silent Reading, *Student Attitudes, Teaching Methods

Identifiers-*Reading Attitudes, *Sustained Silent Reading

Students in 61 English classes at an urban high school participated in an investigation of the effects of sustained silent reading (SSR) on their reading comprehension skills and on their atttiudes toward reading. SSR calls for a systematic structured time in school for students to read books of their choosing without being tested when the reading is completed. The students' reading comprehension was measured by a standardized reading achievement test and their attitudes toward reading by an attitude inventory. They were then randomly assigned to either an experimental (SSR) treatment or to a control treatment. The SSR treatment consisted of four days of traditional classroom procedures and one day of SSR each week. The control treatment consisted of five days weekly of traditional classroom procedures. At the end of the five-and-a-half-month study, the students were again tested. The results showed that there was no statistically significant relationship between treatment and either reading comprehension or attitude toward reading. (FL)

ED 166 666 CS 004 661

Anders, Patricia L. Mitchell, Judy Nichols

Comparing Elementary and Secondary Teachers: Reading Attitudes, Awareness, and Abilities.

Pub Date-78
Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, *Content Reading, Elementary School Teachers, Elementary Secondary Education, *Reading Ability, *Reading Habits, Reading Instruction, *Reading Research, Secondary School Teachers, Self Concept, *Teacher Attitudes, *Teacher Characteristics, Teaching Quality

A total of 373 teachers participated in a study designed to compare the reading attitudes, awareness, and abilities of elementary school and secondary school teachers. The subjects were administered four instruments to measure their reading abilities, reading habits, perceptions of the reading process (including perceptions of their own reading ability), and attitudes toward the teaching of reading in the content areas. The results suggested that there were no differences between elementary and secondary teachers in reading habits and willingness to teach reading in the content areas. They also suggested that both groups perceived the reading process similarly. Differences were found, however, between the groups in two areas: the secondary teachers' mean scores on the reading ability instrument were higher than the scores of the elementary teachers, and the secondary teachers claimed to be good readers more often than did the elementary teachers. -(FL)

ED 166 667 CS 004 663

Chambless, Martha Parham, Charles

The Effects of a Breakfast Program on Reading Achievement of Elementary School Children.

Pub Date- 78
Note-6p.; Study prepared at the University of Mississippi
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Breakfast Programs, *Nutrition, Primary Education, *Reading Achievement, *Reading Research

To discover the effects of breakfast on reading achievement a study was conducted comparing 100 primary students from the 1975-1976 school year before a school breakfast program was instituted and 100 students from the 1977-1978 school year who participated in a school breakfast program. Reading scores from the California Achievement Test administered at the completion of the second and third grades were available for all students. A significant difference was obtained from the computed vocabulary and reading comprehension comparisons in favor of the breakfast program group. However, it should be noted that a new principal was assigned to the school between the two years and there was no control of teacher assignment to the subjects. These variables could have influenced the results. (TJ)

Setzler, Hubert H., Jr. Clark, Richard E.
Imaginal and Semantic Strategies: Differential Effects on Free Recall.
Pub Date- 75
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Research, Higher Education, Learning Processes, *Memory, Mnemonics, Nominals, *Recall (Psychological), *Retention, *Semantics, Verbal Learning, *Visualization, Visual Learning

Four presentations in two recall conditions (immediate and one-week delay) were used to investigate the combined effects of imagery and semantic organizational strategies on the free recall of 80 college undergraduates. Both imaginal and semantic organization were comparably manipulated presenting each response noun simultaneously with an imagery pegword and a semantic category label. The to-be-remembered (TBR) nouns were given either in a consecutive, uninterrupted (massed) order or an interspaced (distributed) order with both cue-terms (imaginal pegword and semantic category label). The massed ordering was significant for semantics, but not for imagery. Interaction effects were tentatively concluded to be the result of differences in the organizational properties of short-term and long-term memory. Imagery was found to be a little-used organizational strategy by the students. Semantic categories, however, were shown to be a powerful strategy for the organization and retrieval of the TBR nouns in both short-term and long-term memory. (Author)

ED 166 669 CS 004 666

Lado, Robert, Ed. Andersson, Theodore, Ed.
Early Reading. Georgetown University Papers on Languages and Linstuistics Number 13.
Georgetown Univ., Washington, D.C. School of Languages and Linguistics.
Pub Date-76
Note-103p.
Available from-Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057 ($2.00 paper)
Pub Type - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Aurally Handicapped, *Bilingual Education, Early Childhood Education, *Early Reading, Foreign Countries, Language Development, Literacy Education, Preschool Programs, Reading Achievement, Reading Development, Reading Difficulty, *Reading Instruction, *Reading Research, *Reading Skills
Identifiers-Sweden

The six articles in this journal deal with various aspects of early reading. The topics covered are: a preschool biliteracy project; early reading as language development; the techniques used in teaching children with normal hearing, hearing impaired children, and deaf children to read; preschool reading and speaking acquisition in two languages; and a working bibliography for research relating to early reading. (FL)

ED 166 670 CS 004 667

Cherry, Louise J. Berman, Linda S.

Teacher-Student Interaction and Teachers' Perceptions of Students' Communicative Competence: A Cross-Sectional Study. Technical Report No. 473.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Note-36p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, *Communication Skills, Early Childhood Education, *Expectation, *Interaction Process Analysis, *Language Styles, Research, Sociolinguistics, *Student Teacher Relationship, *Teacher Behavior

Identifiers-*Communication Research

The relationship between teachers' expectations of students' communicative competence in the classroom and certain aspects of teachers' language during interaction with students was investigated in a study involving 55 nursery school and primary school children and their seven female teachers. The teacher expectation model used in the study proposed that teachers form expectations of students' abilities, that they interact differentially with students depending upon those expectations, and that the expectations are directly related to students' achievement. Results of a sociolinguistic analysis of samples of teacher/student interaction during classroom lessons suggested that the original version of the teacher expectation model was neither powerful nor consistent in its predictions. The relationship between teachers' expectations of students' communicative ability and interaction during lessons was perceived to be a complex interaction involving teachers' expectations, the individual teacher, and the measure of behavior. (FL)

ED 166 671 CS 004 668

Read, Charles And Others

Why Short Subjects Are Harder to Find Than Long Ones. Technical Report No. 466.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Contract-OB-NIE-G-78-0217

Note-46p.; Not available in hard copy due to print quality; Best copy available

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Comprehension Development, *Cues, Educational Research, Grade 2, Language Patterns, *Language Processing, *Language Research, Language Rhythm, *Listening Comprehension, Phonology, *Phrase Structure, Primary Education, Reading Comprehension, Suprasegmentals, *Surface Structure, Syntax, Verbal Development

This paper examines certain of the cues to surface constituency that are salient to children in the comprehension of syntactic structure. Accessibility is studied through a set of experiments requiring seven-year-old children to repeat certain syntactic constituents. These children can correctly identify subjects and also predicate phrases with surprising accuracy, but their performance appears to depend heavily on prosodic cues, as indicated by the poorer success of children in identifying single pronoun subjects and subjects of sentences with misleading intonation contours. It is argued that duration (phrase-final lengthening) is an especially important cue in children's comprehension of structure and that children may be more heavily dependent on prosodic cues as signals of syntactic structure than are adults. Finally, it is suggested that children's reliance on prosodic cues may relate to the difficulty that many beginning readers have in comprehending what they read (even when they can identify the individual words in a written sentence), since prosodic cues are not systematically preserved in written language. (Author)

ED 166 672 CS 004 669

Feitelson, Dina, Ed.

Mother Tongue or Second Language? On the Teaching of Reading in Multilingual Societies.

International Reading Association, Newark, Del.

Pub Date-Aug 76

Note-1i5p.; Includes selected papers for the Sixth IRA World Congress on Reading, Singapore, August 17-19, 1976 ; Footnotes may be marginally legible

Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 426, $3.50 member, $5.00 non-member)

Pub Type- Collected Works - General (020) - Information Analysis (070)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Beginning Reading, *Bilingual Education, Curriculum Development, Developmental Reading, Elementary Secondary Education, English (Second Language), *Foreign Countries, *Language Instruction, Language Standardization, *Multilingualism, *Reading Instruction, *Reading Research

The nine articles in this publication report on what is currently taking place in the teaching of reading in multilingual societies. The topics covered are: curriculum development and evaluation in two langauges (Pilipino and English) in the Philippines, the teaching of English as a second language in Malaysia, problems and progress in teaching English as a foreign language in Indonesia, the revival of the Hebrew language in Israel, developing a language curriculum in Afghanistan, developing materials for beginning reading in Hindi, reading and reading instruction in Korea, the problems of beginning and developmental reading in Nigerian primary schools, and teaching reading in a foreign language. (FL)

ED 166 673 CS 004 670

Plazewski, Joseph G. Allen, Vernon L.

Differential Use of Paralanguage and Nonverbal Behavior by Tutors as a Function of Relative Age of the Student. Technical Report No. 491.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-OB-NIE-G-78-0217

Note-43p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Communication (Thought Transfer), Comparative Analysis, *Cross Age Teaching, Educational Research, Higher Education, *Nonverbal Communication, *Paralinguistics, *Peer Teaching, Teacher Behavior, Teaching Methods, *Tutoring

Identifiers-*Communication Research

Twenty-four college students served as tutors in an examination of the use of paralanguage and nonverbal behavior in presenting a lesson intended for an adult of the tutor's age and for a child. Each subject was tape recorded twice while reading verbatim a lesson from a grade school textbook. Before each taping, the subject was told that the lesson would be played for either a college student or for a fourth grade student. In addition, a cardboard figure representing either a same-age or younger target was placed on a chair facing the subject. To obtain measures of paralanguage, 12 decoders rated the tone of voice used by each subject on the tape recordings. Measures of nonverbal behavior were provided by two trained observers. The results showed that the subjects used more variations in pitch, spoke more clearly, more slowly, and more softly when reading to the younger listener than to the same-age listener. The findings also showed that when reading to the younger listener, the subjects gazed more at the listener and engaged in more eyebrow activity than when reading to the same-age listener. In addition, both the paralanguage and nonverbal behavior used by the subjects were rated as being more friendly when addressing the younger listener than the same-age listener. (FL)

ED 166 674 CS 004 672

Colligan, John T.
The Reading Process and the Content Area Teacher.

Pub Date-Nov 78
Note-6p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Content Reading, Diagnostic Teaching, Elementary Secondary Education, *Inservice Teacher Education, *Reading Instruction, *Reading Processes, Teacher Attitudes, *Teacher Improvement

The reading process and instruction in this process must be accepted as an essential part of learning and must be integrated into the total school curriculum. However, the fact that most content area teachers have had little or no training in reading instruction and that they lack insight into the reading process and the various reading/study skills that apply to their specific areas constitutes a deterrent to their active participation and cooperation in reading instruction. One approach to this problem is to involve content area teachers in a number of participatory reading activities and then to have them discuss precisely what it is that they are being asked to do. Through this procedure, content area teachers begin to realize the following: that the reading process involves perception, language facility, cognition, interest, attitudes, motivation, experience, and background; that reading is a learned, developmental process; that students must comprehend as well as decode what they read; that reading takes meaning to the printed page as well as from it; that reading entails different levels of understanding; that efficient reading requires a flexible reading rate; that a wide range of reading ability exists at all age levels; and that the diversity of reading ability in each classroom demands diagnosis of individual students' abilities. (FL)

ED 166 675 CS 004 673

Christ, Frank L., Ed.

Creating Opportunities for Skillful Reading; Proceedings of the Annual Conference of the Western College Reading Association (1st, Phoenix, Arizona, April 5-6, 1968). Volume I.

Western Coll. Reading Association.

Pub Date-Apr 68

Note-57p.; For related documents, see CS 004 673-675

Pub Type - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adult Reading Programs, *Developmental Reading, Higher Education, Junior Colleges, Phonics, Reading Difficulty, Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Skills, *Remedial Reading Programs

The report drawn from the first annual conference that was designed to provide professional dialogue for those interested in the improvement of college reading programs, this volume contains seven papers that deal with the following topics: the role of literary criticism and rhetoric in developing new models of reading comprehension, a pilot reading center program for the functionally illiterate adult, a self-directed junior college reading program, the problems involved in establishing an effective developmental reading program, an examination of the services offered by the personnel in a junior college reading program, the place of phonics in teaching college students to read, and instructor attitudes toward presenting phonics as a part of reading instruction. (MAI)

ED 166 676 CS 004 674

Christ, Frank L., Ed.

How Can College Students Be Helped to Read Better? Proceedings of the Annual Conference of the Western College Reading Association (2nd, San Francisco, California, March 28-29, 1969). Volume II.

Western Coll. Reading Association.

Pub Date-Mar 69

Note-35p.; For related documents, see CS 004 673-675

Pub Type - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*College Students, College Teachers, Higher Education, Junior Colleges, Reading Diagnosis, *Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills, *Remedial Reading Programs, Standardized Tests, Student Needs, Study Skills

The report drawn from the second annual conference that was designed to provide professional dialogue for those concerned with the improvement of college reading programs, this volume contains the following papers: Organization, Development, and Implementation of College Reading/Study Skills Programs: Some Assumptions and Conclusions'' by Frank L. Christ; What the College Reading Teacher Needs to Know about Reading'' by Martha J. Maxwell; What Should We Teach College Students about Reading?'' by Loretta Newman; and How Do We Discover What Students Need: Are Standardized Tests the Answer?'' by Jordan Utsey. (MAI)

ED 166 677 CS 004 675

Christ, Frank L., Ed.

College Reading Goals for the 70's; Proceedings of the Annual Conference of the Western College Reading Association (3rd, Portland, Oregon, March 19-20, 1970). Volume III.

Western Coll. Reading Association.
Pub Date-Mar 70
Note-79p.; For related documents, see CS 004 673-675
Pub Type - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*College Students, Higher Education, Junior Colleges, Motivation Techniques, Reading Diagnosis, Reading Improvement, *Reading Instruction, Reading Skills, *Remedial Reading Programs, Spelling, Student Needs, Study Skills, Teacher Certification, Vocabulary Development, Word Study Skills

The report drawn from the third annual conference that was designed to provide professional dialogue for those concerned with the improvement of college reading programs, this volume contains ten papers that deal with the following topics: the certification of reading teachers, diagnosing the reading needs of college students, a multimedia self-instructional systems approach to word study, a vocabulary development program, motivating the college reader, utilizing known factors to increase reading speed and flexibility, using the visual-auditory-kinesthetic spelling technique to solve severe spelling problems a clinical approach to remedial reading, ways to meet the needs of college readers more effectively, and a study habits program based on modern learning theory principles. (MAI)

ED 166 678 CS 004 677

Proceedings of the Conference on Education in the Community College for the Non-Traditional Student, Community College of Philadelphia, March 30-31, 1978.

Philadelphia Community Coll., Pa.
Pub Date-78
Note-101p.; Photographs may not reproduce well
Pub Type - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$0.01 Plus Postage.
Descriptors-Adult Learning, Adult Students, *Community Colleges, *Educationally Disadvantaged, Mastery Learning, *Nontraditional Students, Open Enrollment, Postsecondary Education, *Program Content, Skill Development, *Student Needs

The items in this report represent the proceedings of a national conference that explored ways in which community colleges can serve the nontraditional student. The report contains the program for the two-day conference, a list of the participants and their addresses, and excerpts from speeches on the following topics: assessing past performance of the community college; ways to help students with poor reading and writing skills; and an evaluation of community college education. Another address, on the future of community college education and the needs of adult learners, is included in its entirety. Selected panel presentations are summrized in outline form and deal with these questions: Have the student services of the community college provided for the successful development of the nontraditional student? What course content and modes of instruction will be required to meet the needs of the future community college student? and, Should the changing community college require special programs? The report also includes summaries of ten workshops on a variety of topics, including ways to meet the needs of foreign students and the handicapped, possible solutions to specific teaching problems, and methods for evaluating the effectiveness of particular programs. (MAI) .

ED 166 679 CS 004 679

Richardson, Judy S.

A Correlational Study: Success, Stability and Staying Power for Adult Beginning Readers.

Pub Date-78

Note-9p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Basic Education, *Adult Reading Programs, *Adult Students, Attendance, *Literacy Classes, *Predictor Variables, *Reading Research, School Holding Power, Student Characteristics, *Success Factors

To ascertain what variables contribute to success of adult literacy programs, a study of 107 adult students in a literacy program was undertaken over a period of two years. Program success was defined as an attendance rate of 65%. It was hypothesized that the four characteristics of age, sex, employment, and marital status would be predictors of program success. Specifically, it was predicted that older students who are employed, married with children, and female would be most stable. Analysis of the data indicated no significance for any variables. The four characteristics selected for this study cannot be considered the most important factors for predicting program success. (TJ)

ED 166 680 CS 004 680

Jones, Jack B.
Comprehension's the Name of the Game.
Pub Date-Nov 78
Note-6p.; Speech given at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)
Pub Type- Guides - Classroom - Teacher (052) - Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Abstraction Levels, Cognitive Processes, Complexity Level, *Comprehension Development, Elementary Secondary Education, Literature Reviews, *Models, *Reading Comprehension, *Reading Instruction, *Taxonomy, Teaching Techniques

Many writers have suggested that comprehension occurs at several levels (e.g., literal, inference, and conclusion). However, many teachers spend as much as two-thirds of their time on lower-level skills such as phonics and literal-level comprehension skills. Some authors have suggested ways of assisting readers in achieving comprehension at more than one level by such techniques as surveying and paragraph analysis. Several prominent educators have devised models of learning and thought, which have been translated into usable taxonomies for developing comprehension skills. (A chart is included that presents six of these models along with examples of how each is employed.) (TJ)

ED 166 681 CS 004 684

Salup, Bernice J. Szabo, Robert J.
Bibliotherapy: An Overview.
Pub Date- 78
Note-11p.; Study prepared at West Chester State College
Pub Type- Opinion Papers (120) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bibliotherapy, *Course Content, *Curriculum Development, Elementary Secondary Education, Higher Education, History, Psychotherapy, Reading

Bibliotherapy guidance in the solution of personal problems through selected reading has medical, social, and educational applications. Ancient libraries bear inscriptions implying the recognition of the value of bibliotherapy. From the nineteenth century, medical and educational people have utilized bibliotherapy in working with a number

of problems. However, even though bibliotherapy can be a great aid as a preventive measure and in personal problem solving and social adjustment, there are few bibliotherapy courses taught in colleges in the United States. In designing a course in bibliotherapy it must first be decided whether the course should be restricted to those in the medical field or broadened to include other professionals who have the necessary book knowledge, psychology, sensitivity, and awareness. A bibliotherapy course should follow certain principles: the theoretical aspects must be functionally developed, the practitioner must develop a familiarity with the literature to be recommended and with ways of using the techniques of suggestion and persuasion, the reading of literature must be followed by a discussion of its contents, and it must be realized that bibliotherapy is not a panacea nor an alternative to other good healing techniques. (A bibliography and suggestions for course content are included.) (TJ)

ED 166 682 CS 004 694

Passanante, Gail R.

Spelling Proficiency and Early Training with I.T.A.

Pub Date-Jan 79

Note-70p.; M.Ed. Thesis, Rutgers The State University of New Jersey

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Beginning Reading, Conventional Instruction, Elementary Education, *Initial Teaching Alphabet, Junior High Schools, *Reading Ability, *Reading Achievement, *Reading Instruction, *Spelling

To investigate the effect of the Initial Teaching Alphabet (ITA) on spelling proficiency, a study was devised whereby seventh grade students who had been taught reading in the first and second grade using ITA were compared with students who had been taught in the traditional manner. Each group of students was tested on the spelling sections of two achievement tests and also completed a reading achievement test. Analysis of the results indicated that there was no significant difference between the ITA group and the traditional group on the spelling tests. In both groups a significant correlation existed between reading and spelling ability. The results of the study indicated that the use of the ITA as the initial teaching medium did not inhibit students' ability to learn proper English spelling, nor did it improve spelling proficiency. Reading ability proved to be a more accurate indicator of spelling performance than the method by which the student learned to read. (Author/MAI)

ED 166 683 CS 004 695

Teale, William H.

Early Reading: A Comprehensive Annotated Bibliography. Occasional Paper Number 2.

La Trobe Univ., Bundoora (Australia). Centre for the Study of Curriculum and Teacher Education.

Pub Date-79

Note-65p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Cognitive Processes, Early Childhood, *Early Experience, *Early Reading, Foreign Countries, Preschool Education, Reading Achievement, *Reading Instruction, Reading Processes, Reading Readiness, *Reading Research

Defining early reading as reading that occurs prior to the time that a child begins formal schooling, this annotated bibliography contains references on the topic from a variety of sources that include journals, books, conference proceedings, ERIC documents, dissertations, and theses and that represent the research in a number of countries. The entries cover a wide range of subjects related to early reading, such as the bilingual child, cognitive development in early readers, early reading instruction, responsive environments for young children, teaching reading by machines, the role of parents in early reading, the effects of early reading on reading achievement, and positive and negative arguments regarding the value of early reading instruction. (MAI)

ED 166 684 CS 004 696

Wolf, Anne E. Greenwald, M. Jane

Developing an Observation Schedule for Coding Reading-Related Activities in the Secondary School Classroom.

Pub Date-78

Note-9p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Classification, *Classroom Observation Techniques, *Classroom Research, *Content Reading, *Evaluation Methods, Language Arts, Reading Instruction, *Reading Research, Secondary Education, *Teacher Behavior

A study was undertaken as part of the process of trying to develop an instrument for systematically coding reading and other language arts activities in the secondary content area classroom. Six teachers chosen from five secondary schools were each observed while teaching four randomly selected classes over a two-week period. All observations were audiotaped and nonverbal activity was recorded in a log for use later by coders. Of the 22 categories in the schedule, 13 proved to be too narrow or too uncommon to discriminate among the teachers. In three other categories, behaviors occurred frequently but were so similar as to fail to distinguish among teachers. Six behaviors occurred with enough frequency and variety among teachers to justify calculating generalizability (reliability) coefficients for the categories. Data from this study suggest that reading and listening activities do occur in the content classroom with enough frequency and variety that reading and listening activity categories can be devised that will be generalizable. (TJ)

ED 166 685 CS 004 697

Stephens, Charles E. Hendrickson, Leslie

Thirty-two Varieties of Reading.

Pub Date-May 78

Note-18p.; Paper presented at the Northwest Research and Evaluation Conference (Seattle, Washington, May 25-26, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Curriculum Evaluation, Data Collection, Elementary Education, *Evaluation Methods, *Program Evaluation, *Reading Achievement, *Reading Instruction, *Reading Research

A reading program evaluation was conducted by the school district of Eugene, Oregon, during the 1976-1977 school year. Three major questions were to be answered: (1) Are the district's elementary reading programs effective according to the district's reading scope and sequence? (2) What makes effective programs effective? (3) If programs are not effective, what can be done to make them effective? The committee agreed to concentrate on comprehension and vocabulary. The study was conducted through questionnaires, interviews, the study of standardized test scores, and classroom observation. The data were prepared as 32 individual reading reports, one for each school, each addressing reading instruction, factual and demographic data, and the strengths and weaknesses of each school's program. The reports were sent to the schools, and responses were invited. Major deletions or misinterpretations were corrected, and staff disagreements with the report were included as one-page additions to the reports without comment. (A sample report is included.) (TJ)

ED 166 686 CS 004 701

Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' October through December 1978 (Vol. 39 Nos. 4 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-18p.; Small print may be marginally legible
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Beginning Reading, Doctoral Theses, Elementary Education, Kindergarten Children, Miscue Analysis, Oral Reading, Pictorial Stimuli, Principals, *Reading Achievement, Reading Centers, *Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Programs, *Reading Research, Reading Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with a variety of topics, including the following: relationships among attitudes, intelligence, and reading achievement; the purposes and processes of reading as described by elementary school children; evaluating volunteers in reading programs; the effects of parent training in communication skills on the reading attitudes of children; the elementary school principal as instructional leader of the reading program; wordless picture books; the effect of pictures on reading comprehension; automatic level word recognition training and reading achievement; the effect of a reading center on reading scores; the ability of kindergarten children in phoneme analysis tasks; comprehension models in reading; the relationships between art concepts and reading readiness and mathematics; the effect of printed materials on beginning reading; an analysis of oral reading miscues of first grade students; sex role stereotyping in reading skills materials; teacher knowledge of reading and student achievement; the effects of adjacent-to-text activities on the development of reading comprehension skills; and strategies for reading comprehension using the cloze procedure. (MAI)

Reading Instruction: Remedial and Compensatory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," August through December 1978 (Vol. 39 Nos. 2 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-14p.; Small print may be marginally legible
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Doctoral Theses, Elementary Secondary Education, *Individualized Instruction, Learning Difficulties, Learning Laboratories, *Reading Achievement, Reading Comprehension, *Reading Improvement, *Reading Readiness, *Reading Research, *Remedial Instruction, Remedial Teachers, Teaching Techniques, Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: remedial reading teacher attitudes, how parent training in behavior modification and transactional analysis affects remedial reading instruction, the effect of role change on the reading achievement of high school remedial reading students, a comparison of two reading readiness programs, how context affects word recognition and comprehension, the role of Head Start programs in identifying learning disabilities, how select program variables relate to reading achievement, how task analysis and diagnostic remedial assessment affect behavior during reading instruction, the evaluation of a paraprofessional tutorial strategy, the language experience approach compared to a basal approach in remedial reading instruction, how units of drill and practice affect decoding performances, the use of oral language and cultural heritage in beginning reading instruction, evaluating a diagnostic/prescriptive approach to reading, specific factors related to the reading improvement of students in a reading laboratory program, and how reading material organization affects reading achievement in an individualized reading program. (RL)

Zenaty, Jayne W.
A Question of Interference: FM Radio's Early Struggle for Survival 1934-1945.
Pub Date-Aug 78
Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Broadcast Industry, *Federal Regulation, *Inventions, *Mass Media, Radio, Technological Advancement, *Telecommunication, Television, *United States History
Identifiers-*FM Radio

This paper explores FM radio's struggle for survival in the 1940s, focusing primarily on the impact of Federal Communications Commission (FCC) decision making and on the influence and activities of the well-established radio corporations, primarily the Radio Corporation of America (RCA). It describes the invention of FM radio by Edwin H. Armstrong and his early demonstrations of it to RCA. The paper next explores some of the early FCC considerations on allocating unoccupied radio channels and notes the reaction of the AM radio industry and of those who were developing television in the 1930s. An FCC decision to allow commercial FM broadcasting is discussed, and then the paper considers post-World War II planning by the broadcast industry, including the industry's efforts to move the band on which FM could be broadcast and the effects that move had on FM radio and on television. The final FCC decision reallocating FM Channels is reported and a series of questions asked of the FCC by FM industry proponents and not responded to are appended. (TJ)

ED 166 689 CS 204 452

Dimmick, John W.

Levels of Analysis in Mass Media Decision-Making: A Taxonomy and Research Strategy.

Pub Date-Aug 78

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Community Influence, *Decision Making, Interaction, *Journalism, *Mass Media, Media Research, News Media, News Reporting, *Organizational Communication, *Research Methodology, Research Needs, *Social Influences, Taxonomy

A taxonomy of levels of analysis in mass media decision making is presented in this paper, and a strategy is proposed for incorporating the different levels into the design of research. Following a clarification of the concept of influence and its relationship to the levels of analysis used in the taxonomic structure, the paper describes the following eight hierarchical levels, ordered from the molar or societal level to the molecular or individual level: societal level influences, industry level or interorganizational relations, supraorganizational influences, community or market influences, intraorganizational influences, formal or informal group influences, the influence of dyadic communication, and intraindividual or cognitive level criteria. It then argues for combining several levels in the design of research, points out the necessity of questioning whether normative social influence operates to constrain decision making in a particular situation, and outlines a procedure that involves taking each pair of adjacent levels in the hierarchy and questioning whether normative influence operates between levels in such a way that decision making at the lower level is constrained. It also points to a promising procedure for engaging in an active search for between-level influences. (GT)

ED 166 690 CS 204 458

Fortune, Ron

Mathematical Architecture and the Teaching of Writing.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Development, *Cognitive Processes, *Composition (Literary), *Mathematical Logic, *Mathematical Models, Rhetoric, Sciences, Secondary Education, *Teaching Techniques, *Writing Skills

The knowledge and mental processes called on in mathematics can be used to improve composition. Three desirable requirements of an analogy to be used in teaching writing are that it should bridge the art of writing and science, should be readily accessible to the mind of the average student, and should allow the student to employ an architectural faculty to learn about an architectonic skill such as rhetoric. Mathematics offers paradigms that satisfy these requirements. Two categories of analogs can be used: strategic and pictorial. Strategic mathematical paradigms that are applicable to writing instruction include formulas, specific mathematical operations, elementary set theory, and theorem proofs. Pictorial paradigms that can be used for composition instruction include graphs and geometrical designs. The use of mathematical analogies helps students become more aware of writing forms. (TJ)

ED 166 691 CS 204 511

Naugle, Helen H.

An Account of Georgia's Experience with the Regents' English Test.

Pub Date- 77
Note-20p.; Study prepared at Georgia Institute of Technology
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Standards, *Composition (Literary), *Educational Accountability, *English Instruction, Essay Tests, Evaluation Criteria, Higher Education, Literacy, *Minimum Competency Testing, School Responsibility, *Testing Programs, *Writing Skills
Identifiers-*Georgia

To assure that students graduating from the institutions of higher education in Georgia possess basic academic literacy, an essay test was devised to provide system-wide information on the status of student competence in the areas of reading and writing and to identify those students who do not attain the expected levels of competence. The statewide emphasis on writing has produced both positive and negative results. The examination has caused a positive concentration on the teaching of writing in all academic areas, a stress on the composition training and background of newly hired teachers, the allotment of more money to the English departments of various institutions, and built-in motivation for student writing improvement. In addition, the test provides the teacher with helpful instructional materials such as topics for classroom writing, an objective scoring sheet that helps students evaluate their writing, and sample essays for class discussion. Some of the disadvantages of the test are its emphasis on mechanical rather than creative writing, an increased use of departmental exams that are graded by more than one faculty member, and possible evaluations of students and teachers based on statistical results rather than on an understanding of the situation. (MAI)

Suhor, Charles

Sentence Manipulation and Cognitive Operations.

Pub Date-Sep 78
Note-15p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (3rd, Boston, Massachusetts, September 29-30, 1978)
Pub Type- Information Analysis (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, Composition (Literary), Discourse Analysis, Educational Research, *Research Needs, Secondary Education, *Sentence Combining, *Sentence Structure, *Syntax, Writing Exercises, *Writing Skills

Sentence combining (SC) has proved to be valuable in increasing the syntactic maturity of students. However, teachers have felt uncomfortable with the arhetorical nature of SC. Little research has been done on the relation of cognitive processes and SC. SC might be more useful if account is taken of the fact that syntax is an abode for cognitive structures, or that syntax might function in precise ways as a cognitive organizer, or that each syntactic structure might host a certain range of cognitive structures. A first step towards bringing SC pedagogy into focus with cognitive processes would be research that compares how writers at different age levels match particular syntactic structures with particular cognitive structures. (Included are illustrations and discussions of a single syntactic structure hosting several cognitive structures, a single cognitive structure wedded to different syntactic structures, and sentences with identical syntactic structures but with different cognitive density.) (TJ)

ED 166 693 CS 204 616

Marsden, Michael T. Litwin, James L.

The Electric Humanities: An Interdisciplinary Perspective.

Pub Date-Nov 78
Note-29p.; Paper presented at the Annual Meeting of the Midwest Popular Culture Association (6th, East Lansing, Michigan, November 2-4, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavioral Objectives, Behavior Change, College Programs, *Educational Resources, Higher Education, Instructional Materials, *Interdisciplinary Approach, *Mass Media, Popular Culture, *Program Development, Student Opinion, *Student Reaction, Student Research, *Student Seminars, Television

An interdisciplinary Coordinated Quarter of Mass Media Studies,'' instituted at Bowling Green State University with funding from the National Endowment for the Humanities, is the subject of this paper. The first part of the paper tells how instructors from the subject areas of popular culture, psychology, sociology, speech communication, and political science worked together to plan the program, in which students were required to enroll in two of four core courses as well as in a team-taught Coordinated Seminar of Mass Media Studies.'' The paper then provides general information about the program and presents syllabi and information about the specific texts and student requirements for the seminar and for two courses offered as part of the program: Television as Popular Culture'' and The Electric Media,'' a course that focused on media theory. It also presents an evaluation of behavioral changes produced in students who took the Television as Poular Culture'' course, results of a student-completed open-ended questionnaire on the mass media seminar, and a selected bibliography of works used in the program. (GT)

ED 166 694 CS 204 618

Wartella, Ellen

Children's Perceptual Unitizing of a Televised Behavior Sequence.

Pub Date-Aug 78

Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Pages 26 and 27 will not reproduce clearly

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Age Differences, *Children, *Cognitive Processes, Communication (Thought Transfer), Elementary Education, Information Processing, Perception, *Perceptual Development, Research, *Television Viewing, *Visual Perception

A total of 100 third and ninth grade students participated in a study to determine how children of different ages perceptually segment a continuing behavior sequence presented on a television program. The children were shown a short segment from a motion picture on a videotape viewer. Following the viewing, the children completed unitizing activities that involved sorting a series of cards into units of perception.'' The cards contained phase units'' that described both the visual and auditory content present in the behavior sequence shown in the film. Units of perception'' were defined as the number of phase units the child perceived as belonging to one happening in the filmed sequence. The results revealed that the third grade children used smaller units to segment a televised behavior sequence than did ninth grade children. Supplementary analyses of the patterning of units of perception suggested that such segmentation of the behavior sequence occurred in a nonchance manner for both age groups. (FL)

ED 166 695 CS 204 624

Rohrer, Daniel M.
Newsmen's Privilege.
Pub Date- 78
Note-31p.; Study prepared at Boston College
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Civil Liberties, Constitutional Law, *Court Litigation, *Freedom of Speech, Information Dissemination, *Information Sources, *Journalism, Legal Problems, News Media, *Newspapers, *News Reporting

In response to recent court decisions limiting reporters' rights to confidentiality, this paper considers whether a shield law would increase or decrease the flow of information desired in the investigation of a crime and what constitutes the public's right to know. It argues that since many reporters obtain stories by relying on the confidentiality of sources, the threat of forced disclosure thwarts access to information. Without such assurances of confidentiality, many important stories might not have been written. Among the stories mentioned in this regard are Lincoln Steffens' report on big city corruption, Ida Tarbell's report on oil trusts, and the reports about Watergate. The paper quotes a number of sources, among them the London Times,'' the United States Senate Judiciary Committee, and Theodore H. White, concerning the problems of not protecting reporter confidentiality, and it discusses the implications of several court decisions. It also explores the possible conflict between Sixth Amendment guarantees to a fair trial and First Amendment guarantees of a free press. (TJ)

Kelton, Robert W.

The Role of a Private Research Foundation in a Technical Writing Program.

Pub Date-Dec 78
Note-10p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Programs, *Cooperative Programs, Higher Education, Internship Programs, *School Industry Relationship, Student Evaluation, *Technical Writing

A permanent, ongoing relationship between the technical writing faculty at Ohio State University (OSU) and the technical writing staff at Battelle Memorial Institute, the world's largest independent research and development laboratory, holds advantages for both. Four formal programs of cooperation currently exist: Battelle staff members serve as guest lecturers in OSU technical writing classes, the Battelle Proposal Writing Center is committed to hiring OSU technical writing students as interns, members of the Proposal Center staff grade and comment on a single set of student-written reports for each OSU faculty member interested in participating, and students enrolled in the basic OSU technical writing course have an opportunity to tour Battelle's Columbus laboratories. Informal interaction has included a one-time Battelle seminar on writing, a jointly sponsored lecture series, and a two-day conference for high school teachers on technical writing. Through such a relationship, OSU teachers gain confidence that what they are teaching is representative of what students will be required to do, and Battelle personnel have an up-to-date source of information on writing theory. (Suggestions for developing a similar program are included.) (TJ)

ED 166 697 CS 204 631

Scott, Ann Martin

Teaching Language Inductively: Uncovering Presuppositions.

Pub Date- 78
Note-10p.; Research prepared at the University of Southwestern Louisiana
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cognitive Processes, *Discourse Analysis, English Instruction, Higher Education, *Inductive Methods, Language Research, *Language Usage, *Linguistics, *Semantics, Teaching Techniques
Identifiers-*Presupposition

Students learn, understand, and retain knowledge best when they discover it themselves. In the area of semantics, the study of how meaning is conveyed through language, explicit knowledge may appear to be obvious once it becomes conscious, but unless people are explicitly aware of their implicit knowledge and assumptions, they may be at their mercy. Generative semanticists call attention to a distinction between semantic material in a given sentence that is asserted by that sentence and those elements of meaning the sentence presupposes. After examining the presuppositional content of sentences, students quickly understand the concept of presupposition and are then prepared for research projects into such topics as how cultural attitudes toward sex roles are reflected by presuppositions; how social status and personal opinion are reflected through presupposition; what role presupposition plays in humor, literary language, journalistic writing, advertising, and political writing; how and when presupposition appears in the language of children; and how attitudes of teachers, parents, counselors, and other authority figures are revealed by the presuppositions included in their language. (Twenty sample sentences are included along with questions to guide examination of their presuppositional content.) (TJ)

ED 166 698 CS 204 632

Hofstetter, C. Richard

News Bias in the 1972 Campaign: A Cross-Media Comparison. Journalism Monographs No. 58.

Association for Education in Journalism.

Pub Date-Nov 78

Note-34p.; Not available in hard copy due to marginal legibility of some parts

Available from-AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minnesota 55455 ($2.50)

Pub Type- Books (010) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bias, Commercial Television, Content Analysis, Journalism, Mass Media, *Media Research, *News Media, Newspapers, *News Reporting, *Political Influences

Identifiers-*Political Campaigns

The television networks nightly news coverage of the 1972 Presidential campaign was examined between July 10 and November 6, 1972 to assess the nature and impact of political bias in news coverage. The campaign news coverage of two newspapers and one wire service was also compared with respect to the content and length of each medium's news about the candidates, parties, and political issues to discern differences in the ways that the three media handled their news reports of the campaign. The types of bias investigated were those involved in the news selection process: whether the news was selected because of the peculiar characteristics of the medium (structural bias); because of influence by particular situations, such as political issues (situational bias); or because of the political prejudices of news personnel (political or partisan bias). The analysis showed that structural bias was clearly evident in much of the coverage; newspapers provided greater depth and included greater complexity in their campaign stories, while television news was biased toward visually exciting campaign events easily covered by film crews. No clear evidence, however, was found to suggest that the news coverage by any medium was situationally or politically biased. (RL)

ED 166 699 CS 204 634

Stelzner, Sara L.

What Do You Teach...? The Role of Argument in Rhetorical Invention: An Integrated Skills Approach.

Pub Date-Nov 78

Note-12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978) ; Not available in hard copy due to marginal legibility; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Communication Skills, *Composition (Literary), English Instruction, Higher Education, *Interdisciplinary Approach, Problem Solving, *Speaking Activities, *Speech Communication, *Teaching Techniques, *Writing Skills

Identifiers-*Invention (Rhetorical)

Speaking and writing should be taught together as they both are concerned with the communication model that includes a speaker, a listener, and a subject and the way these elements affect each other. In speaking, it is clear that invention is a public process depending on the listener's or receiver's active participation in the creation of meaning. Speech activities can be useful for teaching the significance of audience in the process of writing. One helpful technique involves assigning an extemporaneous speech that requires careful preparation but that continues the invention process as the speaker responds to the audience. Group discussion can continue the process and can be used to teach an analytical scheme for problem solving that includes phrasing the problem, analyzing the problem, listing criteria to test a solution, suggesting possible solutions, and determining the best solution. Debate can be the next step in the process, as ideally advocacy follows inquiry. (TJ)

ED 166 700 CS 204 635

Frey, Lawrence Rand

The Termination Process: Communication Patterns in Decaying Relationships.

Pub Date-Nov 78

Note-24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Patterns, *Communication (Thought Transfer), Communication Problems, Divorce, Emotional Response, *Interaction Process Analysis, *Interpersonal Problems, *Interpersonal Relationship, *Marital Instability, Marriage, Research, Social Exchange Theory

Identifiers-Communication Research

Recent studies have investigated the transition of relationships from a more intimate to a less intimate state the depenetration process. Various phases of interpersonal conflict in the dissolution of marital dyads have been described, and factors indicating that a marriage might be ``in trouble'' have been identified. Processes that are explainable through social exchange theory can be shown to be operating in an individual's decision to terminate an interpersonal relationship. As couples move from developing to decaying relationships, their communication behavior changes in the following directions: broad to narrow, unique to stylized, efficient to difficult, flexible to rigid, smooth to awkward, personal to public, spontaneous to hesitant, and judgment-giving to judgment-suspending. Six major phases of the depenetration process are prenuptial misperception/postnuptial reality, differentiating, circumscribing, stagnating, avoiding, and terminating. Five typical stages in emotional response patterns are denial and isolation, anger, bargaining, depression, and acceptance. The following behavioral extremes tend to precipitate relationship de-escalation: helpful/critical, active/passive, aggressive/evasive, dominating/submissive, and certain/provisional. If not resolved through shared communication, problems in an intimate relationship tend to accelerate and may eventually cause the demise of the relationship. (GT)

ED 166 701 CS 204 636

Stone, William B.

Advertising and Student Rhetoric.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Assignments, *Composition (Literary), Course Content, *English Instruction, Higher Education, *Persuasive Discourse, *Rhetoric, *Teaching Techniques, *Writing Skills

Identifiers-*Advertising

Rhetoric, the persuasive use of language to influence public thought and action, is experienced in advertising, and advertising can be used as a medium for teaching rhetoric. Advertising demonstrates both admirable and creative use of English and despicable corruption of both language and thought. Both aspects can be employed in teaching composition. In one course that used advertising as a basis for teaching composition, students were assigned six papers on advertising topics during a semester. The six topics were: explain why an ad is effective; discuss a poor ad; compare or contrast two ads on any basis; write a public service ad and explain why it is effective; argue that advertising is one of society's evils, that it ought to be controlled by the government, or that it benefits the consumer; and write on a controversial thesis regarding some aspect of advertising in the United States. Students learned about variety in diction, connotations, sentence structure, openings, use of detail, economy of expression, the sound of language, and persuasion through indirection. (TJ)

Bowes, John E. Stamm, Keith R.

Science Writing Techniques and Methods: What the Research Tells Us.

Pub Date-Aug 78
Note-11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Best available copy
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiences, Communication (Thought Transfer), *Communication Skills, Editing, *Journalism, News Reporting, Research, Research Needs, *Technical Writing
Identifiers-*Communication Research, *Science Writing

Research on the effectiveness of science writing can be considered in three categories: audience characteristics, effects of scientific communication, and source/receiver relations. Audience research indicates that interest in problems may vary according to proximity to the problem, demographic criteria, and level of general concern with social problems. Research on the effects of scientific communication has shown that increasing understanding of scientific issues depends on the program discussed and on the audience. Also, word difficulty and syntactic complexity are important to comprehension. There is some indication that message effectiveness may be increased by the use of analogy. Research on source/receiver relations indicates that most

science articles are at least partially inaccurate. A seminar between scientists and science editors indicated that editors write according to what they think will be of interest to readers while scientists are trying to teach people what is new and important. Further research needs to be done in areas such as processes of communication, consideration of communication as a dependent variable, the link between message structure and cognition, and situational factors. (TJ)

ED 166 703 CS 204 645

English Department Handbook.
Park Ridge Township High School District 207, Ill.
Pub Date-Sep 78
Note-142p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Ability Grouping, Elective Courses, *English Curriculum, *English Departments, English Instruction, Grading, Placement, Program Evaluation, Secondary Education, Student Evaluation

The objectives, programs, and procedures of the English department at Maine Township High School South in Park Ridge, Illinois, are set forth in this handbook. The 14 sections cover the following areas: the department philosophy; the community and the student body; the purposes and objectives of the district's educational program; departmental goals; placement of students in ninth grade English; ability grouping of ninth grade students; recommending ninth grade students for the semester elective program; the rationale for the semester elective program; the preregistration process for elective courses; evaluation of the English program; student evaluation, including the use of standardized tests and teacher evaluation, and an outline of the grading process; the departmental philosophy for student-prepared research papers; the procedure for curriculum change; and a listing of the department's course offerings, including electives. (FL)

ED 166 704 CS 204 655

Thinking! Talking! Writing!
Utah System Approach to Individualized Learning Project.
Pub Date-77
Note-35p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cognitive Development, Cognitive Processes, Communication (Thought Transfer), Elementary Education, *Language Arts, *Learning Activities, *Multisensory Learning, Speech Communication, *Teaching Techniques, *Writing Skills
Identifiers-National Diffusion Network Programs, *U Sail Project

Organized in two parts, this packet provides a rationale for teaching language arts according to a multisensory approach and outlines specific activities for use in the elementary classroom. The first section concentrates on constructing a classroom environment that develops language skills through the use of resources that stimulate thought, talk, and written expression; and through activities, such as organizing collections, that motivate inductive and deductive thinking and promote the application of information and the development of evaluation processes. The second section contains suggestions for classroom activities, including using blank books for writing experiences; developing sensory language; designing pamphlets in content areas; using tri-folds with a picture and questions to stimulate language response; suggesting story starters; presenting study prints, art prints, and photographs for thinking exercises; and offering structured tasks for students to choose from for writing exercises. (MAI)

ED 166 705 CS 204 656

Language Arts Curriculum Guide.

Hyde Park Central School District, N.Y.

Pub Date- 78

Note-534p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Communication Skills, Elementary Education, Instructional Materials, *Language Arts, *Language Skills, *Learning Activities, Library Skills, *Teaching Techniques, Writing Skills

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this curriculum guide for kindergarten through grade eight was developed in Hyde Park, New York, as a foundation for a total communication development program. The course descriptions, arranged according to grade, are classified under eight major categories: grammar, linguistic topics, mechanics, spelling, written expression, verbal and nonverbal expression, related language skills, and handwriting. The guide is presented in chart form with each page listing topics and subtopics, performance objectives, space for a time line, references to pertinent textbook sections, references to related activities (described in the appendixes), and space for the teacher to enter activities and comments. Appendixes suggest expectation levels for each grade, present performance objectives for a basic library curriculum, and provide 77 pages of related activity descriptions arranged according to grade. (MAI)

ED 166 706 CS 204 659

Schultz, Don E. Block, Martin P.

Teaching the Advertising Campaigns Course for Fun and Profit.

Pub Date-Aug 77
Note-13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Business Administration, *Course Organization, Experiential Learning, Higher Education, Journalism Education, *Student Projects, Student Research
Identifiers-*Advertising

At Michigan State University, a hands on'' approach to the advertising campaigns course has proven successful. The course is limited to 25 students who work in groups of five to develop and prepare an advertising campaign for a client who has agreed to provide information and funds for the course and who in return will get a plans book and recommendations from each of the groups. The teacher acts primarily as a consultant to each group, meeting with them separately throughout the course. A major problem was that the quarter system did not allow enough time to investigate and fully develop a campaign for the clients. It was decided to combine the advertising campaigns course and the advertising research course into a two-term sequence. This allowed students to develop a strong research base, to pretest creative approaches, to produce more creative campaigns, and to rehearse their presentations. The extended course also permitted better financing of the projects. This approach has worked well for the department, for students, and for the clients. (TJ)

ED 166 707 CS 204 667

English Electives in the Senior High School.
New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date- 77
Note-33p.; Parts may be marginally legible due to light print
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Curriculum Development, Curriculum Planning, *Elective Courses, *English Curriculum, *English Instruction, Flexible Scheduling, Questionnaires, Secondary Education, Senior High Schools

The purpose of this publication is to encourage and assist high schools in designing elective English courses and programs for grades 10 through 12. After pointing out the advantages and disadvantages of using electives, the discussion shifts to salient questions concerning the planning, construction, and implementation of elective courses and programs; these considerations encompass staffing, length, objectives, instructional methods/materials, and evaluation. A bibliography and specific examples of course descriptions, schedules, student evaluation forms, and teacher planning worksheets are included. (RL)

ED 166 708 CS 204 669

Adams, Samuel De Mott, John

Is the State of Our Art Irrelevant? Exploring the Need to Integrate Research Results and Knowledge Concerning Racism and the Media of Mass Communication into More Systematic Instruction.

Pub Date-Aug 78

Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Communication (Thought Transfer), *Course Content, *Curriculum Research, Employment Opportunities, Higher Education, Instructional Materials, *Journalism, *Journalism Education, Mass Media, Minority Groups, *Racial Attitudes, *Research Utilization

In an exploration of the status of journalism school instruction concerning race and the media, a mail inquiry was conducted among members of the Minorities and Communication Division of the Association for Education in Journalism (AEJ) and among selected persons who could be described as friends of blacks in journalism. In addition, a mail questionnaire survey elicited information from members of the American Society of Journalism School Administrators. The results reflected extensive unfamiliarity with research conducted on minorities and communication, an apparent absence of an acknowledged body of established knowledge of the field, and little standardization of either courses on minorities and communication or the way in which issues involving minorities and communication are integrated into programs of instruction through long-standing courses. Introduction to mass communication courses appeared to be the most common channel for communicating knowledge about minorities. Requiring either journalism or other courses that concentrate upon race relations was opposed by an overwhelming majority of respondents. The results suggest that AEJ members should attempt to communicate more effectively the findings of research and other knowledge related to the field of minorities and communication and that they should develop more systematic approaches to incorporating such knowledge into programs of instruction. (Author/FL)

ED 166 709 CS 204 672

Spirt, Diana L.

Introducing More Books: A Guide for the Middle Grades.

Pub Date-3 Nov 78

Note-240p.

Available from-R. R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036 ($13.95 cloth)

Pub Type- Guides - Non-Classroom (055) - Books (010)

Document Not Available from EDRS.

Descriptors-*Adolescent Literature, Bibliotherapy, *Childrens Books, *Childrens Literature, Developmental Guidance, *Developmental Reading, Intermediate Grades, Junior High Schools, Literary Analysis, *Literature Appreciation, Reading Materials

To assist teachers, librarians, and others who provide reading guidance for children aged nine to fourteen, this volume provides a listing of 72 titles arranged according to nine appropriate developmental goals: getting along in the family, making friends, developing values, understanding physical and emotional problems, forming a view of the world, respecting living creatures, understanding social problems, identifying adult roles, and appreciating books. Each of the 72 main titles is divided into sections that include a plot summary, thematic analysis, discussion materials, and related books. The book also contains an index of biographical information on the authors and illustrators, a title/author/illustrator index of all the titles, and a subject index that lists the main titles under conventional topics, such as animal stories. (MAI)

ED 166 710 CS 204 675

Accredited Journalism and Mass Communications Education.
American Council on Education for Journalism.
Pub Date-78
Note-25p.
Available from-American Council on Education for Journalism, School of Journalism, University of Missouri, Columbia, Missouri 65211 (single copies free)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accreditation (Institutions), *Educational Programs, Employment Opportunities, Evaluation Criteria, Higher Education, Journalism, *Journalism Education, Mass Media, News Media, Newspapers, Professional Associations, Program Evaluation

Following an explanation of the policy, procedures, and standards that the American Council on Education for Journalism (ACEJ) uses to make its evaluations of school programs, this brochure lists the accredited programs. Individual entries contain the name and location of the institution, the department, the administrative head, the accredited programs, and the most recent date of accreditation. The brochure also provides a list of employment opportunities in the communications field, a bibliography about careers in journalism and mass communication, and a list of ACEJ members. (RL)

ED 166 711 CS 204 680

Nwankwo, Robert L.

Political Culture or Professional Underdevelopment?: Identity and Leadership among Afro-American and African Press.

Pub Date-Aug 78

Note-40p.; Speech given at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978) ; Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) ; Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Black Community, Black Leadership, *Blacks, Communication (Thought Transfer), Content Analysis, *Cultural Context, Developing Nations, *Journalism, Media Research, *Minority Groups, *Newspapers, *Political Influences, Standards

Identifiers-*Africa

Defining political culture as a fundamental, culturally important value system that forms a context in which media content judgments and other professional behaviors can be described or evaluated in a meaningful way, this paper analyses two minority press systems as they relate to their political culture contexts. The two systems are the black American press, which represents the minority press of the industrialized pluralistic society, and the black African press, which represents the third world press as a minority in the context of the international community. The paper argues that the professionalism of a press system should be defined and evaluated in the context of its political culture objectives, functions, and clientele. It then presents content analyses and survey data to show that both the black American and the black African press systems perform important identity, leadership, informational, and organizational functions for their audiences. The paper concludes that, industrial and economic problems notwithstanding, minority press systems are not necessarily examples of professional underdevelopment in journalism, but rather that they may be the epitome of the highest ideals of journalism. (Author/FL)

ED 166 712 CS 204 685

Greenberg, Bradley S. Atkin, Charles K.

Learning about Minorities from Television: The Research Agenda.

Pub Date-Apr 78

Note-53p.; Paper presented at the Conference, ``Television and the Socialization of the Minority Child,'' convened by the Center for Afro-American Studies, University of California at Los Angeles, April 27-28, 1978; Not available in hard copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Black Youth, *Childhood Attitudes, Culturally Disadvantaged, *Disadvantaged Youth, *Minority Group Children, Role Models, *Role Perception, Television Research, *Television Viewing, Viewing Time

Several research studies that have compared the effects of television viewing on economically disadvantaged black children with its effects on white children indicate that the black children tend to allocate more time to television, are less selective in choosing content, and are more likely to accept fictional stories as reality. In addition, the black children use television to learn information, display a high level of involvement in television content, and are likely to identify with the portrayal of black characters (black people appear on about half of the fictional programs). Isolating these critical factors concerning television viewing and the minority child clarifies new research issues for the future such as exploring the consequences of the child's social role attitude and the expectations that the child develops about specific role behaviors. A research model based on social learning theory offers a theoretical approach for examining such key variables as child attributes, message content factors, and social influences. (MAI)

ED 166 713 CS 204 694

Nold, Ellen W.
The Basics of Research: Evaluation of Writing.
Pub Date-Dec 78
Note-12p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), *Educational Research, *Educational Theories, *English Instruction, Evaluation Methods, Higher Education, Instructional Improvement, Reading Research, Research Design, *Research Methodology, Research Problems, *Student Evaluation

Empiricists may be defined as naive fumblers, people who collect and analyze data in the absence of a guiding theory. A theory may be defined as an empirically verifiable explanation of phenomena that predicts behavior. Empirical research may be defined as scholarship that is public and is performed using entities measured in units that can be agreed upon and reproduced. Thus, those who do empirical research must be both well-versed in theory and creative in their designs. Traditional English studies do not provide preparation for doing the theoretical and empirical studies required for charting students' production and comprehension processes or teachers' evaluation processes. The difficulty is that, without an underlying theory, it is not possible to understand the results of research. One result has been that in testing evaluators of writing, important variables have been missed such as the interaction of the reader with the text. Using an interactive theory, at least one researcher has developed some important basic insights into reading and evaluation. (TJ)

ED 166 714 CS 204 695

van den Berg, Sjef Gilliam, Harold

The Perception of Eye Contact: Two Experiments on Black-White Differences.

Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978) ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Blacks, Body Language, Caucasians, College Students, Communication (Thought Transfer), *Cross Cultural Studies, Cultural Differences, Cultural Interrelationships, Higher Education, *Interpersonal Relationship, *Nonverbal Communication, Perception, *Race Relations, Research
Identifiers-*Communication Research, *Eye Contact

Two experiments were conducted to test the contention that the extent to which an individual maintains eye contact is differentially interpreted by different cultural groups. In the first experiment, 30 black and 30 white male subjects individually engaged in 15-minute conversations with a black male research confederate. In half of the conversations, the confederate maintained eye contact for approximately 50% of the time; in the other half, he avoided eye contact. After the conversations, the subjects completed questionnaires designed to measure how comfortable they felt during the conversation and to gauge their perception of the attention level of the confederate. The results showed that when the black confederate maintained a "normal" level of eye contact, both black and white subjects rated him as being attentive and reported feeling comfortable interacting with him. However, when the confederate avoided eye contact, white subjects rated him significantly lower in attentiveness and reported feeling significantly less comfortable. Black subjects, on the other hand, rated the confederate similarly under either condition. The second experiment replicated the first, with the exception that a white male confederate was used. The results showed significant differences between the "normal" eye contact and no eye contact conditions for white subjects on the attentiveness measure while black subjects showed essentially the same patterns of results as in the first experiment. (FL)

ED 166 715 CS 204 699

Farrell, Edmund J.

Dumping Accumulated Mental Debris, or Gearing Down at Fifty.

Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, *Changing Attitudes, Communication (Thought Transfer), Educational Change, *English Instruction, Popular Culture, *Social Change, *Social Values, *Values

This paper considers briefly some of the changes in values over the past 50 years. It indicates that the old-fashioned values concerning thrift; the need for human community; the rewards of love, marriage, and fidelity; the spaciousness of the globe; the proper content for English; and the fitness of public education have dwindled in importance as technological and social changes have produced previously unthought of changes in human lives. The paper concludes with the faint hope that perhaps some of those values may yet return with a new vitality. (TJ)

ED 166 716 CS 204 702

Hunt, Abby Campbell

The World of Books for Children: A Parent's Guide.

Pub Date-79

Note-201p.

Available from-Simon & Schuster, 1230 Avenue of the Americas, New York, New York 10020 ($9.95 cloth)

Pub Type- Reference Materials - Bibliographies (131) - Books (010)

Document Not Available from EDRS.

Descriptors-Biographies, Child Development, *Childrens Books, Childrens Literature, Elementary Education, Evaluation Criteria, Fiction, *Independent Reading, Learning Activities, Nonfiction, *Parent Child Relationship, *Reading Materials

Intended as a guide for parents and teachers in choosing books for children at specific age levels, this book provides an annotated list of over 2,000 children's books by 1,200 authors. Organized according to age levels, each chapter provides standard bibliographical citation, discussions of child development, norms for evaluating books, and suggested activities for each set of books. The first chapter discusses books for children from birth to age three and includes books on naming and concepts, goodnight books, and nursery rhymes. Among the books for ages three to five discussed in chapter two are counting, color, and ABC books; sex education, bible stories, and picture story books; and folk tales, fairy tales, fables, and myths. Chapter three lists books that first and second grade children can read themselves. The final and longest chapter lists books for third and fourth grade children according to such headings as personal problems and relations, mystery, fantasy and science fiction, poetry, ethnic books, animals, science and mathematics, ecology, sports, biographies, holidays, and jokes. The book also contains a directory of publishers and author and title indexes. (MAI)

ED 166 717 CS 204 704

Hache, Marlene D.
Can Creative Writing Be Taught?
Pub Date- 74
Note-20p.; Research prepared at Washington State University
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Aids, Composition (Literary), *Creative Development, *Creative Writing, *Educational Research, English Instruction, Grade 9, Learning Activities, Pictorial Stimuli, Secondary Education, *Teaching Methods, Units of Study

An experimental design used to test the teachability of creative writing included pretesting and posttesting, control and experimental groups (composed of a total of 101 ninth grade students of average ability), and an intensive three-week teaching unit on creative writing. The treatment unit included extensive use of audiovisual materials and experimental programs. The compositions from pretesting and posttesting were rated by three judges, using a set of criteria and a rating scale drawn up by the researcher. The general hypothesis that creative writing can be enhanced by an intensive program or teaching unit was not supported by the data. (Author/RL)

ED 166 718 CS 204 706

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1978 (Vol. 39 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.; Not available in hard copy due to small type
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Blacks, Collective Bargaining, *Doctoral Theses, Editorials, Foreign Countries, Freedom of Speech, Higher Education, *Journalism, *Journalism Education, Mass Media, *Media Research, Media Technology, *News Media, *Newspapers, News Reporting, Periodicals, Public Opinion, Standards, Television

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: publisher and journalist attitudes toward collective bargaining; editorial support for freedom of speech and press; the need for a scholarly index to collections of black newspapers published from 1880 to 1915; the daily newspaper industry in the United States; the social organization of media news production; innovations in newspaper technology; magazine journalism education in Britain, Canada, and the United States; a comparative analysis of newspaper and television coverage of the 1976 Democratic National Convention; a Q-study of the value structures and professionalism of reporters, editors, and photographers; the new printing technology and journalism education; how advanced reporting courses are taught and what they contain; gag orders and the First Amendment; and the influence of network television news on public opinion. (FL)

ED 166 719 CS 204 707

Gibson, Walker

The Writing Teacher as a Dumb Reader: Some Notes on Clarity.

Pub Date-Nov 78

Note-10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiences, *Communication Problems, *Composition (Literary), Higher Education, Language Usage, Punctuation, Semantics, Sentence Structure, Thought Processes, *Writing Skills

Readers are ``dumb'' because they are not privy to the mind and intentions of the writer; and the failure of the unsuccessful writer is a failure to forecast what it is going to be like to be a dumb reader of the document. Sample sentences from students' writing illustrate the following types of writing problems, which force the reader to examine the sentences a second time: problems of punctuation that fail to mark the structure of the sentence and assist the intended meaning; problems with ``it,'' ``this,'' and ``which,'' classifiable under the traditional rubric of ``vague reference''; problems with sentence structure and word choice that interfere with consistency of persona; problems with word order that produce a ``wall-eyed'' modifier; and problems with familiar phrases that can be semantically understood in more than one way. In almost none of the cases is there any real doubt about what the writer meant to say, suggesting that the problem with the student writers is not that they think badly but simply that they do not write very well. (GT)

ED 166 720 CS 204 709

Summary Results of the DoDDS Language Arts and Mathematics Assessment, Grades 3 and 6, 1978.
Dependents Schools (DOD), Washington, D.C.
Pub Date-78
Note-9p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Elementary Education, Grade 3, Grade 6, *Language Arts, *Mathematics, Testing, *Test Interpretation
Identifiers-*Department of Defense Dependents Schools

A summary of the results of language arts and mathematics achievement tests that were administered to approximately 20,000 third and sixth grade students in Department of Defense Dependent Schools, this report provides a description of the testing objectives, assessment procedures, and achievement standards for the project and offers a brief analysis of three of the four tests. Bar graphs indicate third grade students' performance in six language arts content areas and 11 mathematics content areas. Graphs on sixth grade students' performance measure ten content areas in language arts and 14 content areas in mathematics. Viewed across all of the content areas, students scored above all of the desirable standards set by the school system. (MAI)

ED 166 721 CS 204 710

The Purpose and Objectives for English Language Arts: Grades Kindergarten through Twelve. DS Manual 2420.1.

Dependents Schools (DOD), Washington, D.C.
Pub Date-27 May 77
Note-31p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavioral Objectives, *Educational Objectives, Elementary Secondary Education, *English Instruction, *Language Arts, Listening, Reading, Speaking, Writing

This booklet identifies the learner competencies expected of students with varying linguistic abilities attending Department of Defense Dependents Schools throughout the world. The statements are banded in segments of kindergarten through grade four, grade five through grade eight, and grade nine through grade twelve. Both instructional objectives and more detailed enabling, or enroute, objectives are listed within the banded segments for the four broad program objectives of listening, speaking, reading, and writing. (RL)

ED 166 722 CS 204 712

Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1978 (Vol. 39 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-16p.; Not available in hard copy due to small type
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Auditory Perception, *Doctoral Theses, Educational Research, Elementary Education, *Handwriting Instruction, Handwriting Skills, *Language Arts, *Language Skills, Learning Disabilities, Listening Comprehension, Perceptual Development, *Reading Instruction, Research Skills, Secretaries, Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: the effectiveness of media presentations in teaching research skills; language as a means of increasing perception; language arts curriculum planning and execution in the middle school; handwriting achievement and the visual-motor-perception abilities of first graders; a task model for the handwriting problems of the learning disabled; the effects of listening comprehension on children's reading comprehension; the performance of secretaries on job-related reading and writing tasks; an oral-aural-visual approach to writing skills development; a cognitive approach to beginning handwriting; encoding strategies in relation to vocabulary learning and recall; children's knowledge of letter names and the development of literacy; the effect of motor movement instruction on children's printscript; auditory blending as related to auditory discrimination; the relationship between auditory processing and reading achievement; the effect of synthesis-level concepts on low achievers; the relationships among various language abilities; computer materials and spelling instruction; and the educational emphasis of Mildred Agnes Dawson. (MAI)

ED 166 723 CS 204 713

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1978 (Vol. 39 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-17p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, Black Youth, Child Development, *Child Language, *Cognitive Development, *Doctoral Theses, Early Childhood Education, Elementary Education, Kindergarten Children, Language Arts, *Language Development, *Language Research, *Language Skills, Learning Disabilities, Listening Comprehension, Parent Child Relationship, Play, Speech Skills, Transformation Generative Grammar

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: the syntactic maturity and vocabulary of learning disabled children; transformational grammar and language acquisition; the metaphors and analogies of black children; repetition in speech; flexibility in language comprehension; play and language development; language functions of two-year-old children; mother/toddler conversation patterns; language and cognition in the developing child; systemic grammar in children's dialogues; the development of pronominalization processes; sex-associated features of spoken language; contextual information and language comprehension; precision of metaphorical language interpretation; adults' understanding of direct and indirect speech; developmental sociolinguistics; narrative interaction among urban black children; language development and maternal interaction; factors influencing noun plural development in children; developmental stages of kindergarten children's understanding of reading; cultural constraints on conversational stories; irony in conversation; and home environmental factors and language development of kindergarten children. (MAI)

ED 166 724 CS 204 714

Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' October through December 1978 (Vol. 39 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-15p.; Not available in hard copy due to small type
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adolescent Literature, American Literature, Black Literature, Counseling, *Doctoral Theses, Elementary Secondary Education, English Literature, Higher Education, *Literary Analysis, *Literature Appreciation, Literature Programs, Poetry, *Research, Short Stories, Story Telling, *Student Reaction, *Teaching Techniques, Values, Womens Studies

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: a curriculum guide for studying selected women authors of Britain and the United States; story telling in ordinary discourse; the responses of seventh grade students to adolescent novels; teaching poetry in grades seven and eight; an American short story anthology based on structuralist principles; a multicultural women's studies curriculum in American literature; the relevance of using literature and literary studies in counseling situations; sixth grade students' responses about moral judgments in literature; Catholic student attitudes and literary preferences; knowledge of literary structures and reader response; the values that students and librarians associate with Newbery Medal Award books; educational practice that helps students experience poetry; the relationship between black writers and the Communist Party; improving race relations by introducing biographical literature into the elementary school curriculum; archetypes in adolescent novels; and the social values in four works by black writers. (RL)

ED 166 725 CS 204 715

Levine, Arvin

English Intonation and Computerized Speech Synthesis. Technical Report No. 287.

Pub Date-Jul 77

Note-308p.; Ph.D. Dissertation, Stanford University

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-*Acoustic Phonetics, *Artificial Speech, *Computational Linguistics, Discourse Analysis, Higher Education, Language Research, Oral English, Phonetics, *Phonology, *Semantics, Sentence Structure, Speech, *Syntax

Identifiers-*Oral Language

This work treats some of the important issues encountered in an attempt to synthesize natural sounding English speech from arbitrary written text. Details of the systems that interact in producing speech are described. The principal systems dealt with are phonology (intonation), phonetics, syntax, semantics, and text-view (discourse). Technical details of a full-speech synthesis system are included; appendixes provide loudness and fundamental frequency graphs for selected sentences, data on peak pitches from four separate readers who read the same paragraph, and the audio text of a lesson from an elementary college course in logic. (Author/GT)

ED 166 726 CS 204 716

Stewart, Donald, Ed.
Focus: The Real Meaning of Competency in Reading and Writing.
Kansas Association of Teachers of English.
Pub Date-Feb 79
Note-30p.; The Kansas Association of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit-Kansas English; v64 n2 Entire Issue Feb 1979
Pub Type- Collected Works - Serials (022)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Basic Skills, Composition (Literary), Critical Reading, Elementary Secondary Education, Higher Education, *Literary Analysis, *Minimum Competency Testing, *Performance Based Education, *Reading Skills, Standardized Tests, State Standards, *Student Placement, Teaching Conditions, *Writing Skills

The three articles in this journal issue focus on the real meaning of competency in reading and writing. The first article, Minimums and Optimums,'' argues against the establishment of minimum competency tests and for an increase in instructional time. Placement Testing: The Objective Irrelevant,'' the second article, maintains that the standardized tests used for placing students in college composition classes should be abolished and that a system based on a placement essay'' be devised instead. The final article, Some of My Best Friends Are Interpreters,'' calls for literary interpreters to adopt a more personal'' tone and to become more self-conscious about the role they perform and about the reasons that they perform it. The journal also contains book reviews and a report on the back-to-basics movement in Kansas. (FL)

ED 166 727 CS 204 718

Lanfranco, Leonard W.

How Advertising History Helps Explain Current Practices.

Pub Date-Aug 78

Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Conceptual Schemes, *Course Organization, Distributive Education, Educational Needs, Higher Education, History Instruction, Interaction, Journalism Education, *Marketing, *Social History, Teaching Models, Teaching Techniques

Identifiers-*Advertising

Students majoring in advertising can benefit from a study of that field in its historical context because such study helps them to understand current practices and to foresee future developments. One model of teaching advertising history within a required course about advertising and society begins with some basic definitions of the advertising field, its scope and size, and its relation to marketing and societal processes. After this introductory period, the students brainstorm about areas of contemporary interest or concern in the advertising field, listing the topics according to such categories as law, management, media organizations, and content. The teacher then presents course materials about the topics within a framework of communication, literacy, and mercantilism the three basic concepts that are critical not only to advertising development but also to all historical development. The value of this course organization model is that it prepares students for a conceptual study of advertising history without overemphasizing the rote learning of names, dates, and events. (Source materials useful in the historical study of advertising are suggested.) (RL)

ED 166 728 CS 204 719

Woods, William F., Ed.
A List of Publishing Opportunities for Teachers of Writing.
Pub Date-78
Note-48p.; Annotated list prepared at Wichita State University
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Composition (Literary), Descriptive Writing, Elementary Secondary Education, Expository Writing, Higher Education, Opportunities, *Periodicals, Teachers
Identifiers-*Writing for Publication

This annotated list provides information about journals that might serve as markets for articles on the theory and practice of teaching writing at all educational levels. Each annotation contains the journal title, editor's name and address, and an editorial description that discusses the journal's subject area, the level of treatment, the readership, and such manuscript considerations as preferred length, stylistic requirements, and submission procedures. The list is divided into the following categories: the general field of teaching writing (with subdivisions for language arts, composition, rhetoric, and research/bibliographical), creative writing, business and technical writing, speech communication/journalism, teacher education, and language study. (RL)

ED 166 729 CS 204 722

Tweet, Roald D.

Writing as a College-Wide Concern.

Pub Date-Feb 79
Note-10p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Curriculum, College Teachers, *Composition (Literary), Curriculum Planning, *English Departments, Higher Education, Inservice Teacher Education, *Instructional Improvement, Instructional Innovation, *Interdisciplinary Approach, Learning Laboratories, Teacher Attitudes, *Writing Skills

English department members at Augustana College decided to make writing a college-wide concern. They began by attempting to change the perceptions of the faculty, including that of the English department, which consisted of members trained entirely in literature rather than in composition. The approacn to the rest of the faculty began with an explanation of the potential of the reading and writing lab and an invitation to them to attend lab sessions. They were then asked to identify their students with problems and to refer them to the lab. In addition, an English faculty member was sent to a writing institute for a year so that he might return and serve as a consultant to all departments. Next, a workshop was organized for faculty members from various departments to discuss writing theory and curricular change. It included lectures by outside experts, outlines of freshman writing courses, samples of student writing from various departments, and agreement on what makes good writing. Some changes after a year were: writing lab use jumped from 20 students a quarter to 50 students a week, two departments began writing courses and others planned to do so, English department composition course enrollments went up, and a faculty newsletter was created containing notices of recent developments in writing, new courses planned by various departments, and interesting ideas and writing assignments. (TJ)

Teaching of Writing: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1978 (Vol. 39 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-13p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), Creative Writing, *Doctoral Theses, Editing, Educational History, *Educational Research, Elementary Secondary Education, *English Instruction, Generative Grammar, Higher Education, Peer Evaluation, Poetry, Reading Ability, Rhetoric, Sentence Combining, Student Writing Models, *Teaching Methods, *Writing Skills
Identifiers-Composition Process

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with a variety of topics, including the following: personal expressiveness in creative writing programs; generative rhetoric and writing performance; the effects of sentence combining exercises on syntactic maturity, writing quality, reading ability, and student attitudes; lyric poetry writing; transformational grammar; peer evaluation of student writing; the effects of instruction in five components of the writing process on writing quality and syntactic complexity; remedial writing instruction; a language study approach to college freshman composition; teaching editing; the Iowa Writers' Workshop; a structured program for teaching composition in the secondary school; changing patterns in the teaching of composition from 1930 to 1976; and student awareness of teacher criteria for evaluating writing as an element in the composing process. (FL)

Arnold, Roslyn, Ed.
A.A.T.E. Guide to English Books 1978.
Australian Association for the Teaching of English.
Pub Date-78
Note-66p.
Available from-Australian Association for the Teaching of English, Inc., 163A Greenhill Road, Parkside, South Australia 5063 ($2.50)
Journal Cit-English in Australia; N44 Aug 1978
Pub Type- Reference Materials - Bibliographies (131) - Journal Articles (080)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Childrens Literature, Composition (Literary), Drama, *Educational Resources, Elementary Secondary Education, *English Instruction, Foreign Countries, High Interest Low Vocabulary Books, Language, *Language Arts, Literary Criticism, Mass Media, Poetry, Prose, *Reading Materials, Slow Learners, Speech
Identifiers-Australia

One in a series of annual publications, this booklet contains reviews of books relating to the teaching of English and the language arts. The books are divided into 12 categories: teaching principles and practice, source books and course books, writing, teaching reading, books for the slower reader, dictionaries and oral work, prose, poetry, drama, mass media, children's literature, and literary criticism. A final section briefly notes additional books of interest. Lists of reviewers and an index of books reviewed are also included. (FL)

ED 166 732 CS 502 171

Hellweg, Susan A.

Perception of a Communication Source: An Examination of the Ideal Supervisor and Subordinate within a Military Organization

Pub Date-Apr 76

Note-48p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 13-17, 1976)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Communication (Thought Transfer), Communication Skills, *Credibility, Group Dynamics, *Group Relations, Measurement Techniques, Military Personnel, *Organizational Communication, Research Needs, *Role Perception, *Semantic Differential, *Speech Communication, Supervisors

Identifiers-Communication Research, *Homophily

A study was designed to examine an underlying assumption regarding the use of the semantic differential in measuring the credibility and homophily of a communicator, namely, that responses to an ideal source position themselves at one extreme end of the scale, reflecting the monotonic function of the instrument such that the highest response frequency moves down the scale as the evaluation of the source decreases. Two groups of male regular commissioned officers, one containing 148 respondents, the other containing 187 respondents, completed scales relative to credibility and homophily for one of two sources: the ideal male immediate supervisor and the ideal male immediate subordinate. Analysis of the data revealed that all responses to items were significantly different from the extremity assumption of the instrument, but with various degrees of strength of association. Significantly different responses were found for 15 of 30 credibiltiy items and 8 of 16 homophily items between perceptions of the ideal supervisor and subordinate. (Twelve tables of data are appended.) (Author/FL)

Gudykunst, William B. Wright, Joseph E.
Methodology in Intercultural Communication: Toward a Logic of Inquiry.
Pub Date-Jul 78
Note-41p.; Paper presented at the Annual Summer Conference on Intercultural Communication (2nd, Tampa, Florida, July 17-21, 1978); Best available copy
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Communication (Thought Transfer), Cross Cultural Studies, *Questioning Techniques, *Research Methodology, Research Needs, *Research Problems, *Scientific Methodology
Identifiers-*Communication Research, *Intercultural Communication

Problems of inquiry in intercultural communication are examined in this paper, and an inquiry process is presented that can be applied to the study of communication between people from different cultures. The first section of the paper outlines major, well-documented procedural problems in intercultural communication and considers additional problems under two headings: structural and substantive. The second section discusses the general nature of the process of inquiry and outlines each of four phases in this process: observing, discovering, theorizing, and verifying. It then examines four additional phases, considered to be the joint applications of the four basic phases (empirical generalization, theory construction, theory evaluation, and empirical confirmation), shows the interrelationship of all the phases and the cyclical nature of the inquiry process, and presents a set of principles for mastering and applying the cross fertilization'' of inquiry phases. The final section of the paper discusses implications of the scientific inquiry process and its phases for the study of intercultural communication. (GT)

ED 166 734 CS 502 244

Stoddard, Sally

Synonymy as an Aspect of Rhetoric.

Pub Date-May 78

Note-19p.; Paper presented at the Annual Theory of Rhetoric Conference (Minneapolis, Minnesota, May 5-6, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Composition (Literary), Higher Education, *Language Styles, *Language Usage, *Rhetoric, Semantics, Sentence Structure, Structural Linguistics, *Writing Skills

Identifiers-*Paraphrasing, *Stylistics

Stylistics, the art of making effective choices in writing, depends on synonymy. This means that writers, depending on the purpose, the audience, and the context of their messages, will rephrase those messages to improve their effectiveness. Paraphrasing messages to fit the needs of particular situations depends on a number of stylistic variables and linguistic considerations. The stylistic variables include substitution of words and expressions, varying word order, changing mood, using positive/negative structures reciprocally, and varying sentence type. The linguistic considerations are semantic deep structures, surface meaning, syntactic transformations, phonological patterns, and discourse patterns. Examples showing how these variables and considerations affect the transmission of a message reveal that writers who practice and understand stylistic synonymy enjoy considerable choice and greater precision in the communication of their ideas. (RL)

ED 166 735 CS 502 285

McDowell, Earl E. And Others

A Multivariate Study of Demographics, Psychological Sex-Roles and Communication Apprehensions.

Pub Date-Nov 78

Note-38p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Androgyny, *Communication (Thought Transfer), *Demography, Higher Education, Identification (Psychological), Interpersonal Competence, *Psychological Patterns, Research, Secondary Education, Self Concept, Sex (Characteristics), *Sex Differences, *Sex Role, Social Psychology

Identifiers-*Communication Apprehension, *Communication Research

A multivariate study focused on external relationships between (a) demographic variables and (b) psychological sex roles and communication apprehension variables. It also investigated differences among psychological sex types and biological sex types with respect to social desirability, speech apprehension, and listening apprehension at the junior high, senior high, college, and composite levels. The subjects for the study were 157 junior high students, 154 senior high students, and 181 college students. Each subject completed a four-part questionnaire consisting of a sex-role inventory, a communication apprehension measure, a receiver apprehension test, and a section requesting demographic information. Correlational analyses revealed that older subjects had higher masculine and feminine scores. Other results indicated that significant differences existed among psychological sex types at each educational level on dependent measures. Biological sex results did not support previous literature. The findings also revealed that college students were five times more likely to be androgynous than junior high students and two times more likely than senior high students. Junior high students, however, held a 4 to 1 ratio over college students and a 2 to 1 ratio over senior high students in the undifferentiated category. (Fourteen tables of data are appended.) (Author/FL)

ED 166 736 CS 502 288

King, Sarah Sanderson

Communication Policy and Planning: Alternative Perspectives.

Pub Date- 78

Note-20p.; Course Outline prepared at the University of Hawaii

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communications, *Course Content, Cultural Factors, Foreign Countries, Higher Education, Information Dissemination, *Information Theory, *Policy Formation, *Technology

This syllabus describes a communication course taught at the University of Hawaii. The purposes of the course are: to develop an awareness of alternative perspectives, to examine the ways in which people express themselves through the use of technology, to explore a wide range of cross-cultural research questions in which the problems of communications systems and the individual and social needs of communication can be more fully understood, to consider issues involved in the formulation of a communication ethic, to examine the influence of the new communications technologies on traditional media, to investigate concepts of the free flow of information, and to examine critically samples of communications planning for Canada, Australia, and Hawaii, discussing the feasibility of the stated objectives of each. An outline of the course and an extensive bibliography are included with the syllabus. (TJ)

Fletcher, James E.
Empirical Studies of Visual Communication: Some Methodological Considerations.
Pub Date-Nov 78
Note-26p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Research Criteria, Research Design, *Research Methodology, *Research Problems, Research Tools, Visual Stimuli
Identifiers-*Communication Research, *Visual Communication

Perhaps due to misunderstandings of the nature of the research task in visual communication, findings of empirical research in that field have been highly inconsistent. Historically, there has been little serious systematic empirical investigation of visual communication. One difficulty is that it is not always possible to measure nonverbal responses nor to know precisely what caused them. It is also not clear what measures are relevant in the field nor precisely what the domain for research is. Several research designs are possible in visual communication research: factorial design (requires many subjects and is relatively insensitive), repeated measures design (allows for intersubject variability and is fairly sensitive but may confound the effects of the messages and the interaction between subjects and messages), and multiple variable studies. An eclectic, initially descriptive science of visual communication that defines its area of concern with sensitive, reliable, and relevant measures is called for. (TJ)

ED 166 738 CS 502 351

Rodgers, Raymond S. Lujan, Phillip

Natural Law, Santa Clara, and the Supreme Court.

Pub Date-Nov 78
Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indian Culture, *Civil Liberties, *Court Cases, Court Litigation, Cultural Differences, *Cultural Interrelationships, *Legal Problems, *Supreme Court Litigation

The court case, Santa Clara Pueblo, et al. v. Julia Martinez, et al.,'' is the subject of this paper. It gives the background of the case of a woman whose children were refused admittance to tribal rolls because of an ordinance prohibiting the enrollment of children whose father is not a tribal member. The paper gives the arguments of representatives of the Pueblo perspective and of the Anglo perspective, both of which appeal to natural law: the tribe's claim to the right to decide its own membership and the plaintiff's invocation of the right to equal protection under the law. The paper concludes with the philosophical and intercultural implications of the Supreme Court's ruling in the case, which was that tribal sovereignty affords immunity to the tribe from federal suits. (TJ)

ED 166 739 CS 502 355

Terry, Virginia Fulton

Upward Communication Programs within United States Non-Industrial Corporations: A Description and Analysis.

Pub Date-Jun 78
Note-149p.; M.A. Thesis; California State University, Northridge ; Parts marginally legible due to print quality
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Business Communication, *Communication (Thought Transfer), *Employer Employee Relationship, Information Networks, Interaction, *Intercommunication, *Intergroup Relations, *Organizational Communication, Research
Identifiers-*Communication Research

To determine the effectiveness of upward communication programs within nonindustrial companies in the United States, a study was devised that examined the ways in which top management and employees communicate. Of the 130 respondents to a survey of 300 top nonindustrial companies, 62 companies acknowledged that they maintained some type of upward communication program. Responses to a second survey regarding the programs' effectiveness revealed the following results: the median number of years of operation was three years, a high concentration of such programs occurred in the life insurance and commercial banking industries, most of the programs involved the services of a designated director who was responsible for taking employee concerns to management and obtaining a reply, most directors felt that employees opinions had little effect on management decisions, and employees tended to be less supportive of such programs than the directors were. This last condition was attributed to slow responses to employee questions, lack of publication regarding sensitive issues, and lack of follow up after management-promised action. (Author/MAI)

ED 166 740 CS 502 356

Bohnenkamp, Dennis R., Ed. Grogg, Sam L., Jr.
The American Film Institute Guide to College Courses in Film and Television.
American Film Inst., Washington, D.C.
Pub Date-78
Note-430p.
Available from-Peterson's Guides, P.O. Box 2123, Princeton, New Jersey 08540 ($9.75 paper)
Pub Type- Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors-*Educational Programs, Film Industry, *Film Production, *Film Study, Higher Education, Occupational Information, Program Descriptions, *Television

This guide contains detailed listings of courses and programs in film and television offered at 1,067 colleges, universities, and professional institutions in the United States. The individual listings indicate the type of institution, its accreditation, location, campus size, total enrollment, faculty size, calendar, grading system, number and type of degrees offered, application requirements and deadlines, available financial aid, equipment, facilities, names of faculty members, and special features that are offered. The guide also provides information about careers in film and television, organizations related to film and television education, student film/video festivals and awards, and foreign film schools. Six appendixes supplement the general index of United States schools, listing the schools by the degrees they offer, their curricular emphases, and other factors important in choosing a film or television study program. Although the guide is intended primarily to help students select a particular program, it can also be useful to teachers, administrators, counselors, and researchers interested in the various aspects of film and television education. (RL)

ED 166 741 CS 502 360

Kim, Young Yun

Acculturation and Patterns of Interpersonal Communication Relationships: A Study of Japanese, Mexican and Korean Communities in the Chicago Area.

Pub Date-Nov 78
Note-38p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Acculturation, Behavioral Science Research, *Communication (Thought Transfer), Comparative Analysis, Ethnic Groups, Ethnicity, *Ethnic Relations, Immigrants, *Interpersonal Relationship, Japanese Americans, Korean Americans, Mexican Americans, *Social Integration, Socialization, *Social Relations
Identifiers-*Communication Research

The communication patterns of 113 Japanese, 176 Mexican, and 285 Korean residents of the Chicago area were examined through a questionnaire about their interpersonal relationships within and across ethnic groups. Individual responses indicated the numbers and kinds of people (acquaintances, casual friends, close friends) with whom the subjects communicated, as well as the degree to which the subjects communicated with those people. The following conclusions were reached: (1) A positive relationship exists between the length of immigration history of ethnic groups and the amount of ethnic individuals' inter-ethnic communications. (2) A negative relationship exists between the length of immigration history and the degree to which ethnic individuals interact with members of their own ethnic group. (3) The more an ethnic individual participates in intra-ethnic communication, the less that person will participate in inter-ethnic communication. (4) An inverse relationship exists between levels of friendship and degrees to which ethnic individuals participate in inter-ethnic communication. (5) An individual's acculturation (degree of interaction with host society instead of own ethnic group) needs to be understood within the social/cultural contexts functionally significant to the individual's daily life. (RL)

ED 166 742 CS 502 374

Kelly, Margie

Public Records and Public Meetings.

Freedom of Information Center, Columbia, Mo.

Report No.-FOI-397

Pub Date-Dec 78

Note-19p.

Pub Type- Information Analysis (070) - Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Disclosure, *Government Publications, *Information Dissemination, Meetings, Public Policy, *State Legislation

Identifiers-Freedom of Information

This publication of the Freedom of Information Center begins with a discussion of the issue of public records and public meetings. It then gives a brief state-by-state description of the laws concerning public records and public meetings in all 50 states and the District of Columbia, including comments by the author and a note of the last year the laws were acted on by each state. (TJ)

ED 166 743 CS 502 380

Public Participation in Public Broadcasting.
Corporation for Public Broadcasting, Washington, D.C.
Pub Date-Aug 78
Note-44p.; Report of the CPB Task Force on Public Participation in Public Broadcasting ; Footnotes may be marginally legible
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Broadcast Industry, *Citizen Participation, Citizen Role, *Guidelines, *Mass Media, Programing (Broadcast), *Public Television, Reports
Identifiers-*Corporation for Public Broadcasting

The task force that compiled this report was created to identify ways to improve citizen involvement within all sectors of the public broadcasting system and to offer recommendations for change. The report presents a brief history of the Corporation for Public Broadcasting, offers six general recommendations for advancing public involvement, and identifies areas of public participation that include governance and policy, research, programing, audience building, and employment. Appendixes contain comments by the individual task force members, a list of guest speakers, a bibliography of resource materials, a working definition of public participation, a glossary of terms, and the task force resolutions. (MAI)

ED 166 744 CS 502 385

Kirby, Michael, Ed.
Thematic Issue: Workshops.
Pub Date-Dec 78
Note-119p.; Pictures may not reproduce well
Journal Cit-The Drama Review; v22 n4 Entire Issue Dec 1978
Pub Type- Collected Works - Serials (022) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Acting, Arts Centers, Characterization, *Drama, *Drama Workshops, Literary Perspective, Pantomime, Scripts, *Symbols (Literary), *Teaching Techniques, *Theater Arts, Visualization

The articles in this publication trace the historical development of the theatre workshop, explain the relationship between the workshop and experimental theatre, and analyze the ways in which current drama workshops teach and develop the dramatic skills of the participants. The topics discussed include the special skills, production-oriented, and self-exploration workshops; a technique that trains actors in a neutral atmosphere and requires them to wear neutral masks; the Suzuki method, which is based on the acting techniques of Kabuki theatre; a technique that relates abstract and actual space to acting; experiments in discourse-making according to devices developed by Bertolt Brecht; a Theatre of Roots'' workshop led by Ryszard Cieslak; and public participatory events that involved the rituals of walking and flying. The drama Rasputin,'' by Erwin Piscator, is discussed in two separate articles: one deals with the original production, the other with a technical recreation of the drama. The publication also includes reviews of six new books on the dramatic arts. (MAI)

ED 166 745 CS 502 386

Nyquist, Jody L.

The Status of Speech Communcation in High Schools in the State of Washington: A Comparison with Michigan in 1976 and Washington in 1966.

Pub Date-Nov 78

Note-30p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Comparative Analysis, *Curriculum Research, *School Surveys, Secondary Education, *Speech Communication, *Speech Curriculum, Speech Education, Speech Instruction, State Surveys, *Teacher Education

Identifiers-*Michigan, *Washington

Principals from 246 high schools in Washington state responded to a questionnaire survey of the speech communication programs offered in that state's secondary schools. The 85-item questionnaire elicited information on the basic course offerings, advanced courses, extracurricular speech communication activities, and the training and experience of those teaching the courses. The results were compared to a 1975-1976 Michigan state study to assess differences and similarities in the two states' programs and to a 1966 Washington state study to identify growth or deterioration of programs. The findings indicated that the status of speech communication programs in Washington high schools was better than it had been in 1966 and compared favorably with Michigan in terms of basic and advanced courses and extracurricular activities. In Washington, however, speech communication programs were being taught by teachers not trained in speech communication. The majority of those teaching the courses did not hold undergraduate degrees in speech communication, were not enrolled in speech communication departments for graduate work, and were not active in speech communication professional organizations. (FL)

ED 166 746 CS 502 389

Weaver, Richard L., II
Ethics in Textbook Selection: A Perspective.
Pub Date-Feb 79
Note-13p.; Paper presented at the Midwest Basic Course Directors' Conference (Ames, Iowa, February 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Ethical Values, Higher Education, Reading Materials, *Standards, Student Teacher Relationship, *Teacher Responsibility, Textbook Content, Textbook Evaluation, *Textbook Selection

Although professors have been criticized for requiring the use of their own published textbooks in the classroom, this practice can be justified if certain ethical standards govern the choice. Granted that the philosophical congruity involved in such a choice guarantees a level of compatibility between the textbook and teacher, the use of text material must be consistent, well structured, and integrated into the course to permit its inclusion. Likewise, the needs of the students must be considered when judging the textbook's readability and appeal. The integrity of the instructor is most important in confirming ethical behavior; if the students feel that the course is well planned and that the instructor is dedicated to communicating with them, they will not readily oppose the adoption of the text for use in class. A possible aid to determining whether a text should be used in a particular course would be the establishment of a board of review that would rate materials according to the currency of the material, the depth and thoroughness of coverage, the overall value or worth of the effort, and the way that the material compares with other material selling in the same market. (MAI)

ED 166 747 CS 502 395

Davis, Dennis K.
Political Campaign Research: Ideological-Demographic.
Pub Date-Nov 78
Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication (Thought Transfer), Cross Cultural Studies, *Data Analysis, *Demography, Foreign Countries, *Political Attitudes, Politics, Research, *Research Methodology, *Statistical Surveys, *Voting
Identifiers-*Political Campaigns

Social scientists in the United States have been reluctant to use ideological/demographic research to explain and predict voting behavior because of criticism from survey researchers that such an approach provides interpretations only of aggregate data, cannot establish a direct causal link between independent characteristics and voting behavior, and fails to adequately explain how individuals make their

choices. In Europe, ideological/demographic research has been used to compare political systems in various nations and to assess how political parties develop. It has been a popular approach perhaps because European researchers prefer to develop macroscopic theories of political behavior and because European political parties tend to be homogeneous. However, a resurgence of interest in ideological/demographic research is occurring in the United States because researchers have found that individual level data have not provided a useful basis for theory construction, that survey research may obscure the ability to understand the political system, that computers allow the analysis of very small units, and that new methods of data analysis make it possible to assess the predictive power of several variables simultaneously. in addition, this research approach is potentially useful for communication research during political campaigns. (TJ)

ED 166 748   CS 502 397

Pertschuk, Michael
Opening Address of Chairman Michael Pertschuk.
Pub Date-Dec 78
Note-12p.; Opening address of the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Civil Liberties, Communication (Thought Transfer), Competition, *Economic Factors, *Federal Regulation, *Freedom of Speech, *Mass Media, *Newspapers, *Power Structure
Identifiers-Federal Trade Commission, *Ownership

Presented to a symposium sponsored by the Federal Trade Commission (FTC) to consider some of the issues involved in the continuing growth of a few large companies in the field of communication, this address cites statements of concern, made by the Supreme Court and by some periodicals, that excessive concentrations of power threaten First Amendment rights. The address indicates that the FTC is concerned not only with possible antitrust action but also with helping the public understand corporate structure; that some of the difficulties in regulating the industry are defining the media industry,'' the products, and who the customers are advertisers or readers; that instances have occurred in which a newspaper was saved only because a large media company purchased it, as in the case of the Washington Star''; and that sometimes the size of a chain may itself be a protection from economic and political pressures. (TJ)

ED 166 749 CS 502 398

Dieker, Richard J.
Curriculum Development and Student Needs.
Pub Date-Nov 78
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Communication Skills, *Educational Philosophy, Higher Education, *Humanistic Education, *Interdisciplinary Approach, Program Development, Self Concept, *Student Centered Curriculum

The communication department at Western Michigan University has organized its program around a humanistic philosophy of education that places first priority on concerns related to student growth. The department views communication as those processes by which individuals, groups, organizations, and societies develop and function. The understanding and application of these processes is the central concern of the curriculum. Courses that will help students function effectively in whatever jobs they may choose and courses that help in their personal lives are offered. Many interdepartmental relationships have been developed for a variety of programs, including programs in education, health studies, and management. Students are helped to work successfully with a wide range of people and to develop the power to communicate effectively and ethically in personal and professional relationships. (TJ)

ED 166 750 CS 502 399

Dubois, Betty Lou

Communication for the Minority Person With or Without English as a Second Language.

Pub Date-Nov 78
Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, *Communication Skills, *Educational Principles, *English (Second Language), Higher Education, *Minority Groups, *Nonstandard Dialects, *Teaching Techniques

A functioning communication skills course for minority students has developed five pedagogical principles and appropriate techniques for teaching such students effectively: treat the minority student as an individual, not as a representative of some preconceived group; pay attention to the content, not the dialectal form, of a student's messages; exercise pedagogical ingenuity to structure teaching so that language acquisition can take place; provide alternative routes to reach a given goal to avoid possible violation of sociolinguistic and learning patterns of minorities; and provide tasks that are perceived as valid. Although the students in this particular course are gifted, the principles apply to other circumstances, to larger classes of less remarkable students. (TJ)

ED 166 751 CS 502 400

Sillars, Malcolm O.

The Opportunities of Steady State.

Pub Date-Nov 78
Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Instruction, Communication (Thought Transfer), *Declining Enrollment, *Educational Change, *Educational Needs, *Educational Quality, Futures (of Society), Higher Education, *Speech Communication

Recent restrictions in funds made available to higher education, reinforced by declining birth rates and slowing or falling enrollments, are forcing an adjustment of thinking by educators. The growth of the last 20 years was not the normal state of higher education. Educators have come to think that bigger is better as enrollments and faculty have grown and departments have tried to be popular and have seized on fads. One adjustment educators must make is to consider what a particular academic field such as communication can do for its students. If communication departments convey the impression that they think they are experts in everything, they will arouse the suspicion that they know nothing about everything. If communication departments are going to go into an area, it should be because there is a significant reason for being there as part of the central mission. Concentrating on quality instead of size is important if the coming years are to benefit students and faculty. (TJ)

ED 166 752 CS 502 402

Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1978 (Vol. 39 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-78

Note-11p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Acting, Black Colleges, Catholic High Schools, Characterization, Chautauquas, Communication (Thought Transfer), Community Colleges, *Doctoral Theses, *Drama, *Dramatics, Educational Research, Elementary Secondary Education, Folk Culture, Foreign Countries, Higher Education, *Interpretive Reading, Literature, *Theater Arts, Theaters

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: interpersonal conflict and the nonviolent peacemaking tradition; theatrical transactional analysis; recycling existing spaces for theatre use; the effect of theatre study on the occupations and personal lives of college graduates; educational theatre at 40 black colleges and universities; theatre and dramatic arts activities in Catholic high schools; the function of the audience in oral interpretation; a profile of a college touring company; professional actor training in West German public acting schools; community-services oriented theatre programs and activities in two-year colleges; folkloristics and the performance of literature; circuit chautauqua's promotional visions; the effects of creative dramatics experiences on children's creative and semantic development; the interaction of male high school seniors with selected armed forces advertisements; and a character analysis of the child protagonist in popular children's plays. (FL)

ED 166 753 CS 502 403

Wilcox, Lola

Concerning the Management of a Touring Theatre.

Colorado Univ., Boulder. Dept. of Theatre and Dance.

Pub Date- 77

Note-37p.; Management Training Manual for Colorado Caravan; For related documents, see CS 502 403-406 ; Best copy available

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrative Personnel, *Administrative Principles, Administrator Responsibility, *Drama, *Dramatics, Elementary Secondary Education, Guidelines, Higher Education, *Management, *Theater Arts

Identifiers-*Touring Theaters

The first of four related manuals describing the goals and methods of an established developmental theatre project at the University of Colorado, this manual presents a hierarchical framework and practical guidelines for training the management personnel of a touring theatre group. Stressing the value of cooperation among the participants, the manual outlines the responsibilities of organizational personnel, details the significance of a designated space for a management office, and describes roles and possible tasks for the director, secretary-bookkeeper, booker, advertiser, and advance person. Samples of a contact information sheet, a typical booking conversation, a production announcement, and an elementary workshop outline are included. (MAI)

ED 166 754 CS 502 404

Cobin, Martin And Others
The Colorado Caravan Workshop Manual.

Colorado Univ., Boulder. Dept. of Theatre and Dance.
Pub Date- 77
Note-94p.; Workshop Training Manual for Colorado Caravan, For related documents, see CS 502 403-406 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$4.07 Plus Postage.
Descriptors-*Acting, Body Language, Communication (Thought Transfer), Creativity, *Drama, *Dramatics, *Drama Workshops, Elementary Secondary Education, Evaluation Criteria, Guidelines, Higher Education, *Teaching Techniques, *Theater Arts
Identifiers-*Touring Theaters

The second of four related manuals describing the goals and methods of an established developmental theatre project at the University of Colorado, this manual presents a hierarchical framework and practical guidelines for conducting drama workshops for elementary students, secondary students, and adults. It describes four types of workshops content centered, theatre centered, custom designed, and developmental and discusses value systems and teaching techniques that have been tested in previous workshops. Specific workshop lesson plans are outlined on the topics of trust, sensitivity, sensory awareness, imagination, expressiveness, creativity, movement, and self-confidence. Each lesson plan offers objectives, techniques, evaluation procedures, and follow-up activities. The manual concludes with a discussion of norms for evaluating the effectiveness of the workshop. A beginning bibliography, six pages of teacher notes, and a teacher evaluation sheet are appended. (MAI)

ED 166 755 CS 502 405

Wilcox, Charles

Production Manual.

Colorado Univ., Boulder. Dept. of Theatre and Dance.

Pub Date- 77

Note-31p.; Production Training Manual for Colorado Caravan; For related documents, see CS 502 403-406

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Acting, *Audiences, *Drama, *Dramatics, Group Dynamics, Guidelines, Higher Education, *Production Techniques, *Theater Arts

Identifiers-*Touring Theaters

The third of four related manuals describing the goals and methods of an established developmental theatre project at the University of Colorado, this manual presents practical guidelines for producing a touring drama. With the audience as the focus in all of the suggested techniques and concepts, the manual discusses financing, casting, the rehearsal schedule, blocking, audience involvement and arrangement, music, properties, costumes, and diction. Stressing that one-sixth of the total rehearsal time should be spent in developing a working relationship among the performers, the manual concludes with suggestions for group dynamics. (MAI)

ED 166 756 CS 502 406

Wilcox, Lola
The Process of Scriptmaking.
Colorado Univ., Boulder. Dept. of Theatre and Dance.
Pub Date- 77
Note-44p.; Scriptmaking Training Manual for Colorado Caravan; For related documents, see CS 502 403-406 ; Best copy avalable
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Creative Works (030)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Acting, Adults, *Audiences, Creative Writing, *Drama, *Dramatics, Elementary Secondary Education, Guidelines, Higher Education, *Scripts, *Theater Arts
Identifiers-*Shakespeare (William), *Touring Theaters

The last of four related manuals describing the goals and methods of an established developmental theatre project at the University of Colorado, this manual discusses the processes involved in selecting and adapting scripts for specific audiences. The manual suggests ways to cut longer plays for school audiences, methods for organizing parts of plays around a particular theme, and techniques for making exotic or unintelligible plays clearer to young audiences. In addition to listing a number of plays that have been used successfully with adult, junior high, high school, and elementary school audiences, the manual includes a list of selected scenes from Shakespearean plays that develop the theme of the battle of the sexes and provides a script of cuttings from Shakespearean plays on magic and the supernatural. (MAI)

ED 166 757 CS 502 407

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, July 1-December 31, 1978.

Haskins Labs., New Haven, Conn.
Report No.-SR-55/56
Pub Date-78
Note-223p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Acoustic Phonetics, *Articulation (Speech), Consonants, Distinctive Features, Perception, *Phonetics, Phonology, Physiology, *Research, Semantics, Speech, *Speech Communication, *Speech Skills, Syllables, Syntax, Vowels
Identifiers-*Oral Language

This report is one of a regular series on the status and progress of speech research. The 16 manuscript topics are: the relative accessibility of semantic and deep structure syntactic concepts, some relationships between articulation and perception, reflex activation of laryngeal muscles by sudden induced subglottal pressure changes, dynamic aspects of velopharyngeal closure, effect of speaking rate on the relative duration of stop closure and fricative noise, voicing in intervocalic stops and fricatives in Dutch, insufficiency of the target for vowel perception, syllable timing and vowel perception, perception of vowel duration in consonantal context and its application to vowel identification, stimulus dominance in fused dichotic syllables, categorical perception of fused dichotic syllables, stimulus dominance and ear dominance in fused dichotic speech and nonspeech stimuli, closure buzz in English, effects of word-internal versus word-external tempo on the voicing boundary for medial stop closure, coarticulatory effects of vowel quality on velar function, and duration-contingent effects in adaptation. (FL)

ED 166 758 CS 502 408

Phifer, Gregg, Ed.
Free Speech Yearbook 1978.
Speech Communication Association, Falls Church, Va. Commission on Freedom of Speech.
Pub Date-78
Note-170p.; Not available in hard copy due to marginal legibility of original document
Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($4.00 member, $4.50 non-member)
Pub Type- Information Analysis (070) - Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Activism, Bibliographies, *Censorship, *Civil Liberties, Civil War (United States), Communication (Thought Transfer), Employer Employee Relationship, *Freedom of Speech, Higher Education, Legislators, Library Collections, News Media, Political Issues, Religion, School Newspapers, Secondary Education, *Speech Communication, Supreme Court Litigation, United States History

The 17 articles in this collection deal with theoretical and practical freedom of speech issues. The topics include: freedom of speech in Marquette Park, Illinois; Nazis in Skokie, Illinois; freedom of expression in the Confederate States of America; Robert M. LaFollette's arguments for free speech and the rights of Congress; the United States Supreme Court and the First Amendment; Supreme Court decisions on free press/fair trial conflicts; psychological dimensions of free speech attitudes; the Federal Communications Commission and censorship; philosophical bases of antipornography arguments; the high school press and the First Amendment; a comparison of John Milton's "Areopagitica" with Thomas Erskine's addresses on freedom of speech; the free speech fights of the Industrial Workers of the World; an employee rights scale; a bibliography of materials published from July 1977 to June 1978 that deal with freedom of speech; lists of collections of materials on religious freedom; arguments by 12 advocates of censorship; and disruptions during General William Westmoreland's appearance on a Florida campus to speak in support of the Panama Canal treaties. (FL)

ED 166 759 CS 502 411

Stoddard, Richard

Theatre and Cinema Architecture: A Guide to Information Sources.

Pub Date-78

Note-368p.; Volume 5 in the Performing Arts Information Guide Series

Available from-Gale Research Company, Book Tower, Detroit, Michigan 48226 ($22.00 cloth)

Pub Type- Reference Materials - Bibliographies (131) - Books (010)

Document Not Available from EDRS.

Descriptors-*Architecture, Arts Centers, Auditoriums, *Building Design, *Foreign Countries, *History, Literature Reviews, Music Facilities, *Theaters

This annotated bibliography cites works related to theatres, movie houses, opera houses, and dance facilities. It is divided into three parts: general references, theatre architecture, and cinema architecture. The part on general references includes bibliographies and periodicals. The second and main part of the guide, on theatre architecture, contains chapters devoted to general studies (broad or international in scope), classical Greece and Rome, the Middle Ages, Australia, Canada, France, Germany, Great Britain, Italy, Japan, Russia and the Soviet Union, the United States, and other countries. Chapter subsections cover general histories, the Renaissance and Baroque periods, the Restoration and eighteenth century, and the nineteenth and twentieth centuries. The third part of the guide provides chapters relating to the cinema architecture of France, Germany, Great Britain, the United States, and other countries. Four indexes complete the guide: authors; architects, designers, consultants, and decorators; theatres and cinemas (listed geographically); and subjects. (RL)

ED 166 760 CS 502 412

Leenhouts, Thelma K.

Sex Differences in Political Communication: A Study of Female and Male State Legislators.

Pub Date-Nov 78
Note-25p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Skills, Females, *Legislators, Males, *Politics, Research, Sex (Characteristics), *Sex Differences, *Sex Role, State Government
Identifiers-*Communication Research

In an investigation of the communication similarities and differences between male and female legislators, the nine female representatives in the Michigan House of Representatives were matched with nine male representatives on four variables: political party, length of legislative service, district represented, and race. The representatives were interviewed at length about their communication in four areas: the allocation of communication time, floor debate, committee deliberation, and constituent communication. Interviews were also held with secretaries, committee aides and clerks, legislative staff, and members of the press. Other information was secured through observation of both floor debates and committee meetings and through reading and representatives' mailings, newsletters, press releases, daily calendars, and constituent mail. The findings revealed that male and female representatives were similar in all four communication areas. The differences that did emerge were, in most cases, attributable to the four variables, especially length of service and district represented, rather than to the sex variable. In general, the findings seemed to indicate that a resocialization process occurred for female representatives. The longer they served, the more their communication behavior became similar to male behavior. (FL)

ED 166 761 CS 502 416

MacKie, Alexander
The Children's Advertising Battle.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-398
Pub Date-Jan 79
Note-7p.; Parts marginally legible due to small print
Pub Type- Reports - General (140)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiences, *Childrens Television, Commercial Television, *Consumer Protection, Elementary Education, Elementary School Students, *Federal Regulation, Freedom of Speech, Nutrition, Parent Child Relationship, Parent Responsibility, Preschool Children, *Television Commercials, Television Research, Television Viewing
Identifiers-*Federal Trade Commission

A number of relevant issues surround the arguments of both opponents and proponents of the Federal Trade Commission's proposals to ban or control certain advertising during children's television programs. Groups against regulatory action point out that parents, not children, are the consumers and have a right to free choice in their purchases. Likewise, advertisers assert that such discrimination violates their freedom of expression, and the television industry claims financial damage. Others suggest that children's programing would be limited severely or even eliminated by such action. Proregulatory arguments concentrate on protecting children and rely for support on studies that have explored the effects of media on children. While both groups lobby intensively for a total political solution to the problem, it appears that public sentiment favors a more moderate approach, possibly greater media emphasis on nutrition education. (MAI)

ED 166 762 CS 502 417

Flanagan, Bill
CATV and the Broadcasters.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-399
Pub Date-Jan 79
Note-8p.; Small print may be marginally legible
Pub Type- Information Analysis (070) - Reports - General (140) - Collected Works - Serials (022)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Broadcast Industry, *Broadcast Television, *Cable Television, *Competition, *Federal Regulation, Legal Problems, Mass Media, *Programing (Broadcast), Social Problems, Television Viewing
Identifiers-Advertising, Federal Communications Commission

Competition between cable television systems (CATV) and regular broadcast stations concerns pay-TV and distant signal importation. The pay-TV that CATV provides competes with the networks by siphoning'' away sports and feature films, while the distant signals that CATV imports to a local market fragment'' the local audience and thus reduce the value of a local broadcast license. The networks have been able to fight the threat of siphoning by using exclusive'' contracts to secure the broadcast rights to feature films and sports events; but as more viewers subscribe to CATV services, CATV will increase its ability to bid for and to acquire similar rights. The Federal Communications Commission (FCC), which previously protected networks and local stations from CATV competition, has trended toward deregulation of CATV during the past few years. Three changes that the FCC has initiated reflect this trend: changing the criterion for local broadcast protection from signal strength to standard distance limits, endorsing a policy that enables superstations'' (independent local stations picked up by CATV) to compete directly with networks for advertising dollars, and shifting the burden of proof in legal cases about signal importation from the cable systems to the local stations, who must now prove that economic hardship results from signal importation. What remains to be seen is whether these trends and changes in broadcast quantity will have any effects on broadcast quality. (RL)

ED 166 763 CS 502 421

Carlisle, Robert D. B., Comp.
Patterns of Performance: Public Broadcasting and Education 1974-1976.
Corporation for Public Broadcasting, Washington, D.C.
Pub Date-78
Note-147p.; Small print may be marginally legible

Pub Type- Information Analysis (070) - Reports - General (140)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Adults, Broadcast Industry, *Educational Radio, *Educational Television, Elementary Secondary Education, Instructional Media, Junior Colleges, Mass Instruction, Media Research, Postsecondary Education, Preschool Children, *Programing (Broadcast), *Public Television, Telecommunication, Telecourses

Intended as a practical inventory of ways that public broadcasting has been used for education, this volume is divided into three sections that deal with television, radio, and research articles. The section on television discusses the method, material, and changing context of educational broadcasting; analyzes the programing and funding of preschool television; compares different approaches to programing for the school age child; and describes a number of approaches for teaching the adult learner. The section on radio presents a status report on education through radio including special programs for professionals, the young, and the blind; distinguishes the role of radio at various educational levels; and summarizes the needs of the radio industry if it is to expand. The final section contains research articles on satellite technology and public service telecommunication, open learning and postsecondary education, the effectiveness of The Electric Company,'' and the role of instructional television in the educational community. (MAI)

ED 166 764 CS 502 424

Grogg, Sam L., Jr.

The Growth and Diversity of Screen Education: Issues and Answers.

Pub Date-Aug 78
Note-14p.; Paper presented at a conference held at the University of Southern California, Los Angeles, August 14-18, 1978
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Standards, Audiovisual Communication, *Curriculum Development, *Educational Needs, Faculty Development, Film Industry, *Film Production, Films, *Film Study, Higher Education, Mass Media, *Television

Although film and television education have been a part of the core university curriculum for almost two decades, the nature of instruction has been characterized and developed according to the interests of individual faculties, rather than by any collective understanding of a required body of basic knowledge. If film education is to be recognized as a distinct part of the arts and humanities, thereby qualifying for funding, administrative support, and allotted time for the pursuit of definitive research, the following changes in the field seem essential: increased communication within the field resulting in a sense of shared identity and purpose; a professional commitment to the field as a separate discipline; specific faculty development and inservice teacher training; the establishment of a working relationship with the film industry and the professional organizations that represent its interests; and cooperation with the academic bureaucracy of the university in establishing certification and credibility without compromising creativity and freedom. (MAI)

ED 166 765 CS 502 426

Ray, Lisa
The Emotional Components of Jealousy: A Multivariate Investigation.
Pub Date-Nov 78
Note-32p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affective Behavior, College Students, *Communication (Thought Transfer), *Emotional Response, Females, Higher Education, Interpersonal Competence, *Interpersonal Relationship, Males, *Psychological Patterns, Psychological Studies, Research, *Sex Differences
Identifiers-*Communication Research, *Jealousy

To investigate the emotional parameters of jealousy and to examine the differences between male and female labeling of jealousy, 288 college undergraduates completed the Emotional Parameters of Jealousy Questionnaire. The questionnaire consists of 59 statements that refer to emotions experienced by a person in a situation in which he/she feels jealousy toward another person. The results revealed four emotional components of jealousy that were labeled disgust,'' chagrin,'' despair,'' and distress.'' Males and females were found to differ significantly in the labeling of jealousy toward same-sex target persons. The findings suggested that a jealous person expresses feelings associated with a lack of self-confidence, a general dislike for a target person, and disappointment with a partner. They also suggest that males are primarily concerned with a loss of face when confronted with a jealousy situation, while females are concerned with the possible loss of a partner. (FL)

ED 166 766 CS 502 427

DeWine, Sue Eadie, William F.

Credentialling Standards for the Communication Specialist.

Pub Date-Nov 78

Note-14p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Certification, *Credentials, *Evaluation Criteria, Higher Education, Professional Recognition, *Speech Communication, *Standards, *Teacher Certification

In considering the possibility of certifying specialists in speech communication, it is helpful to analyze the advantages and disadvantages of credentialling standards, to survey certification procedures in other professions, and to identify the steps that would have to be taken to begin a certification program. Two advantages of certification include insuring competence and helping teachers obtain employment. Some disadvantages of certification are: standards must be established, a means for meeting the standards must be devised, assurances must be provided that those certified can perform competently, means for dealing with complaints must be established, and a process of recertification must be developed. Many professions including medicine, law, and psychology have developed certification procedures, most of which include standards for graduate schools and for individuals. Steps required in speech communication for developing a certification process include exploring the issues raised, establishing standards for doctoral programs, and exploring skill evaluation. (TJ)

ED 166 767 CS 502 431

France, Rachel, Ed.
A Century of Plays by American Women.
Pub Date-79
Note-220p.
Available from-Richards Rosen Press, Inc., 29 East 21st St., New York, New York 10010 ($12.50 cloth)
Pub Type- Books (010) - Creative Works (030)
Document Not Available from EDRS.
Descriptors-*American Literature, Authors, Composition (Literary), *Drama, *Females, Feminism, *Playwriting, Realism, *Theater Arts, *Twentieth Century Literature

Chosen for their literary quality and because they reflect the historical periods in which they were written, the 23 one-act dramas in this anthology represent the work of American female playwrights. The plays range from the realistic dramas produced in the "Little Theatres" of New York City at the turn of the century to current off-Broadway political plays that demonstrate the influence of the women's movement. The plays represent the work of 25 authors including Rachel Crothers, Susan Glaspell, Edna Ferber, Sada Cowan, Gertrude Stein, Marjean Perry, Rosalyn Drexler, and Clare Boothe Luce. Each drama is preceded by a brief biography of the author, and a list of supplemental readings is appended. (MAI)

ED 166 768 CS 502 433

Swinton, Marilyn Mae Johns

The Identification of Competencies Needed by Speech Communication/Drama Teachers with Implications for Use in Teacher Education Programs.

Pub Date-Aug 78

Note-104p.; M.A., Thesis, The University of Texas at Austin

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Curriculum Development, *Drama, Educational Research, Higher Education, *Performance Based Teacher Education, *Speech Communication, *Teacher Attitudes, *Teacher Characteristics, Teacher Education, Teacher Education Curriculum, *Teaching Skills

Teacher responses to two questionnaires provided data in a study designed to identify specific competencies of effective speech communication/drama teachers, to compare these results with the competencies recommended by the Speech Communication Association/American Theatre Association (SCA/ATA) Joint Task Force, and to explore the implications of these competencies for future competency based teacher education (CBTE) programs. The first questionnaire an open-ended form asking for competencies considered vital for effective teachers yielded 130 usable responses (38% response rate). The competencies identified were compiled into a list of 120 competency statements which were fashioned into a second questionniare utilizing a seven-point Likert scale. Of the 130 original respondents and the 150 additional teachers who were sent the second questionnaire, 143 (52% response rate) responded. The profile of an effective teacher that emerged from the responses reflected a professionally trained teacher who is enthusiastic, fair, consistent, and realistic and who seeks to update content area knowledge. The teacher statements were more concerned with classroom dynamics related to teacher personality than with the application of subject matter knowledge that was the focus of the SCA/ATA document. Both sets of competencies can be used together to facilitate a CBTE program. (Appendixes provide the two questionnaires, their accompanying letters, and an outline of the competencies recommended by the SCA/ATA Joint Task Force.) (GT)

ED 166 769 CS 502 436

Katz, Virginia T.

1978 Survey of Minnesota Secondary Schools with Speech-Communication and Theater Programs.

Pub Date-Nov 78

Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978) ; Best copy available

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Curriculum Research, Secondary Education, *Speech Communication, *Speech Curriculum, *Speech Instruction, *Teacher Background, Textbooks, *Theater Arts

Identifiers-Minnesota

This document consists of tabulations of the responses from teachers and principals in 225 junior and senior high schools in Minnesota to

questions related to speech and theater programs. Questions directed to principals asked for information about school size; grade levels served; support for speech and theater courses from students, faculty, and community; makeup of speech and theater courses; and information about speech and theater teachers. Questions to teachers asked for information about the basic speech communication course, other speech courses offered, and the teacher's background. (TJ)

EA

ED 166 770 EA 011 181

Teacher Supervision. The Best of ERIC, Number 42.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Beginning Teachers, Elementary Secondary Education, *Student Teachers, *Teacher Supervision
Identifiers-ERIC, Information Analysis Products

Twelve annotations based on recent entries in the ERIC system concern supervision of teachers. Research studies cited deal with supervision of first-year teachers and student teachers, communications between supervisors and teachers and between supervisors and the community, and a history of developments in the field. Also included are suggestions for achieving better quality control, reducing teacher anxiety, using videotape techniques, and facilitating learning through effective supervision. (Author/LD)

ED 166 771 EA 011 240

Student Retention vs. Social Promotion. The Best of ERIC, Number 43.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Failure, *Educational Research, Elementary Secondary Education, *Grade Repetition, *Literature Reviews, Low Achievers, Performance Based Education, Self Concept, State of the Art Reviews, *Student Promotion

Ten annotations of literature in the ERIC system that discuss the pros and cons of grade retention for low-achieving students are presented in this booklet. (Author/MLF)

Improving Instruction Through Supervision. Evaluation Report 1977-78.

Contemporary Associates, Inc., Washington, D.C.; District of Columbia Public Schools, Washington, D.C.
Pub Date-78
Contract-0511-AA-NS-0-8-GA
Note-116p.; Some appendices may be marginally legible
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrative Personnel, Adoption (Ideas), Educational Administration, Educational Research, Elementary Secondary Education, Inservice Education, *Instructional Improvement, *Professional Continuing Education, Program Descriptions, *Teacher Supervision
Identifiers-Clinical Supervision, District of Columbia Public Schools, Improving Instruction Through Supervision

This evaluation report presents the accomplishments of the Improving Instruction Through Supervision Project since its implementation, with specific emphasis on 1977-78. The project was undertaken in Region VI of the District of Columbia Schools and was designed to improve the skills of administrators in supervising teachers. The program is based on the clinical supervision model that emphasizes a supportive and nonthreatening approach to supervision. Several methods of evaluation were used including examination of records, viewing of video tapes of practice, peer evaluation in conferences, a final exam for teacher participants, and a questionnaire of teacher opinion. A synthesis of these methods revealed a large number of findings concerning the program. Results indicate that the basic prerequisites for program implementation have been accomplished. All Region VI administrators and 153 Region VI teachers have been trained. The plans for each school have been formulated. All schools have moved progressively to implementation of the clinical model. Subsequent evaluations must be structured to monitor and document changes in affective behavior of school administrators and teachers and affective and cognitive behavior of students. A lengthy appendix presents measurement instruments and additional data. (Author/JM)

ED 166 773 EA 011 267

Flanagan, John C.

Quality of Life of Adults in America: Implications for Curriculum Planners.

Pub Date-6 Mar 78

Note-16p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (33rd, San Francisco, California, March 4-8, 1978); Table 1 may not reproduce clearly

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adult Characteristics, Adults, *Curriculum Development, *Curriculum Planning, Educational Research, Elementary Secondary Education, National Surveys, Older Adults, Public Opinion, *Quality of Life, Questionnaires, Sampling, Statistical Data, Tables (Data)

Identifiers-Critical Incident Technique

Curriculum planning can be improved by obtaining a clearer insight into the specific needs and interests of young people. Studies using the critical incident technique were made of the education and subsequent careers of a representative national sample of individuals. The purpose was to assess the quality of life of individuals in three age groups of 30-, 50-, and 70-year-olds. Findings indicated that the majority of adults in America feel their needs and wants are well met in the areas most important to their quality of life. However, many individuals indicated their quality of life could have been substantially bettered by improvements in their educational programs. The report also contains highlights of studies by 10 leaders in education of the lives of some of the 30-year-olds. A summary is given of eight problems involved in improving American education, followed by a 5-point program for specific improvements. (Author/LD)

ED 166 774 EA 011 280

Mosher, Edith K., Ed. Wagoner, Jennings L., Jr., Ed.
The Changing Politics of Education: Prospects for the 1980's.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-359p.; For individual papers in this book, see EA 011 281-309
Available from-McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 ($14.00; $10.50 each in quantities of 10 or more)
Pub Type- Books (010) - Opinion Papers (120) - Collected Works - General (020)
Document Not Available from EDRS.
Descriptors-Administrator Education, Economics, *Educational Change, *Educational Policy, Elementary Secondary Education, Higher Education, Inservice Education, *Policy Formation, Political Influences, *Politics, Prediction, Professional Continuing Education, Symposia

This volume records the proceedings of a symposium in which scholars and practitioners from a variety of fields assessed present and future trends in the politics of education. It links relevant past events to significant trends in educational governance and policy-making and contributes to an understanding of the influences and demands that will shape educational policy analysis in future research, teaching, and practice of educational administration. The contributors seek to narrow the gap between research and practice, while also creating a bridge connecting the preoccupations of educators and political analysts with those of professionals in other disciplines. In a similar way, they consider problems that span all sectors of education elementary, secondary, and postsecondary. Central to all the chapters is the assumption that, in spite of conflicts and concerns brought on by fluctuations in the economy and the instability of needs for educational services, change is likely to be of an incremental nature. Implicit in all chapters and explicit in the final ones is the need for renewed attention to the preservice and inservice preparation of educational administrators. (Author/JM)

ED 166 775 EA 011 281

Bailey, Stephen K.

Thomas Jefferson and the Purposes of Education.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-9p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Democratic Values, *Educational History, *Educational Objectives, Educational Philosophy, *Educational Theories
Identifiers-*Jefferson (Thomas)

Thomas Jefferson believed that no generation should be bounded by the dead hand of the past. If reincarnated, he would probably disown attempts to use his own precepts for either censure or praise of contemporary movements. He would instead ask us to solve our own problems by using our minds creatively in the context of a politically free society. For Jefferson, this was the ultimate purpose of education. Many of Jefferson's specific educational assumptions and recommendations are, if taken in their appropriate context, starkly irrelevant to our present age. Yet four important propositions that he advocated or embodied have the power to illuminate our future and the role of education in it. (1) Education is a means and must be useful and timely. (2) Education is a highly legitimate claimant on public treasuries. (3) Education is a necessary handmaiden to effective citizenship. (4) Education, as a lifelong encounter with the delights of the mind, is an end in itself. These four propositions constitute the rich and pertinent legacy of Jefferson's life and letters to us. (Author/JM)

ED 166 776 EA 011 282

Wagoner, Jennings L., Jr.
Thomas Jefferson and the Politics of Education.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-9p.; Paper from ``The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Educational History, Educational Legislation, Higher Education, Political Issues, *Politics, State Legislation, Universities
Identifiers-Jefferson (Thomas), University of Virginia

Thomas Jefferson considered the founding of the University of Virginia one of the most important accomplishments of his life. So revered is Jefferson today that one might assume that Virginia legislators enthusiastically supported his suggestions for the founding of the university. Rather, his suggestions were resisted and it was necessary for him to negotiate and to promote his proposals for many years before the school could open. Jefferson envisioned the University of Virginia as an institution where every branch of science might be taught ``in its highest degree.'' In 1814, Jefferson became a member of the board of trustees of the proposed Albemarle Academy. It was not until 1816 that he could convince Virginia legislators to approve a change to plans for a state college. The second battle centered around the choice of site. It was not until January 1819, after heated debate, that the legislature approved Jefferson's plan for what was now to be a university. Another six years, marked by financial difficulties and legislative battles, passed before the university opened. Jefferson's experiences with the founding of the university serve as a reminder to educators that worthwhile struggles are seldom easily won and political considerations are never absent. (Author/JM)

ED 166 777 EA 011 283

Glazer, Nathan
On Serving the People.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-13p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Federal Aid, *Federal Programs, Federal Regulation, Government (Administrative Body), Government Employees, *Government Role, *Political Attitudes

Americans are in a period of uncertainty about the scale of government, the best form of governmental services, and the fundamental principles that should guide governmental action. An increase in the scale of government does not necessarily mean that people demand more services. The scale of government may increase because state and municipal government employees have become so numerous, so well organized, and so clear in their objectives that they can increase the scale of government no matter what the people want. In the early 1960s, federal government expenditures for social services took the form of broad programs with little discretion by governmental agents. Then came a period of programs designed specifically to attack complex problems. These programs required high levels of discretion by government agents. We are now entering a period in which many people want government to achieve its ends through regulation rather than through providing money. The struggle is now between the fundamental principles of those who think government should stop interfering in Americans' business, stop spending Americans' money, and stop intruding into Americans' lives and the principles of those who believe government must continue doing so in order to ensure a just and equal society. (Author/JM)

ED 166 778 EA 011 284

Riessman, Frank
The Service Society and the Crisis in Education.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-20p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Community Involvement, Conservation (Environment), Disadvantaged Youth, Economics, Educational Objectives, *Educational Problems, Elementary Secondary Education, *Human Services, Professional Occupations, Student Participation

Since World War II, the U.S. has had an economy primarily based on human services. Human services are labor intensive and produce an intangible product. In the light of the growing environmental crisis, it seems likely that, if we are to survive, increasing numbers of people will be employed in service work that does not deplete our resources and pollute our surroundings. Currently the human services are ineffective in a number of ways. Large numbers of people who need services do not get them. Many who receive services do not benefit by them. There are many reasons for these failures. We do not have enough knowledge. Our training is inadequate. There is usually a gap in class and race between server and recipient. A gap exists between the professional and the consumer. Since human service work is "consumer intensive," the key to increasing productivity in this sector lies in effectively engaging and mobilizing the consumer. Education is unusual among human service industries because it is almost impossible to survive in our society without an education, yet the schools are failing large numbers of children. The solutions lie in approaches based on the strengths of children. (Author/JM)

ED 166 779 EA 011 285

Burkhead, Jesse

The State of the Economy: Resources and Costs for Educational Services.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-20p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Economic Climate, *Educational Finance, Educational Planning, Elementary Secondary Education, *Federal Aid, Federal Programs, Federal Regulation, *Financial Support, Government School Relationship, Prediction, *School Districts, *State Aid

It is most difficult to believe that the American economy can soon return to the stable growth rates that were enjoyed from 1958 to 1973. Factors that contribute to a slow-growth economy include changes in the age of the average citizen, pressures for larger expenditures for armaments, pricefixing by oligopolies, rising raw materials prices, change from a manufacturing economy to a service economy, and expenditures for an improved environment. In light of this slow economic growth, prospects for major federal initiatives in education appear dismal, although there will be some federal support for programs for special purposes. There is obvious unused revenue potential at the state level, although state school finance will differ in each state. On the local level, the evaluation of prospects for financial support for education are cloudy and depend on declining enrollments, urban fiscal crises, and debates over the property tax. Federal programs for education are likely to require recipients to devise relevant plans that must be approved by the federal government. Congress will continue to be involved in education and the paperwork that accompanies the involvement will be massive. (Author/JM)

ED 166 780 EA 011 286

Thomas, Norman C.

The Politics of Intergovernmental Fiscal Assistance and Controls.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-11p.; Paper from ``The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Educational Finance, Elementary Secondary Education, Equal Education, Equalization Aid, *Federal Aid, *Federal Regulation, Finance Reform, *Government Role, Politics, *School District Autonomy, State Aid

There are numerous conflicts over which level of government should regulate education and over how much support each level of government should give to education. In education there are continuous pressures for and against an expanded federal role. Though the prospect of additional federal funds is welcomed by most state officials, they disagree widely over the kind and degree of controls that should accompany the aid. Advocates of school finance reform have recognized that interstate disparities can be eliminated only through federal action. Yet in light of the strong support given to the value of local control of education, it is unlikely that support on the scale needed can be enacted. Federal support can be and has been used to assist states in equalizing intrastate disparities. For example, the Education Amendments of 1974 authorized grants to assist states in equalizing their finance systems. The tension between the forces of localism and the forces of interdependence has so far prevented development of a static equilibrium that might stifle adaptation and change. (Author/JM)

ED 166 781 EA 011 287

Callahan, John J.

The Policy Dilemmas in New School Finance Reforms within the States.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-7p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Educational Change, Educational Finance, Elementary Secondary Education, Equal Education, *Equalization Aid, *Finance Reform, Property Taxes, School Taxes, State Aid, Tax Support

States have made major strides in devising more equitable school finance plans. Constructive debates still occur, however, over the choice of basic funding plans, the balancing of taxes and expenditures in new finance plans, and the need and feasability of coordinating financial and educational reform movements. The resolution of these debates at the state level should determine, among other things, whether state funding of basic aid programs will continue to maintain the fiscal integrity of new finance reforms, whether taxpayers or schoolchildren will be the main beneficiaries of reform, and whether reform can produce new policies in governance and administration that will enhance public confidence in spending for education. (Author)

ED 166 782 EA 011 288

Barton, Paul E.

Coordinating Education and Work: Challenges to Current Thought and Practice.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-8p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Continuous Learning, Elementary Secondary Education, Employment Opportunities, Job Market, *Job Training, School Community Relationship, School Industry Relationship, Unemployment, Work Experience Programs, *Youth Employment

The problems inherent in the relationships between education and work present difficulties and opportunities for education. Increasing segmentation has come to characterize modern life and the role of education in it. The period of youth is mostly filled with education, the middle years are usually devoted to work, and old age has come to be characterized by an absence of both education and work. The goal must be to break down this segmentation, to spread education more evenly throughout life. To combat this segmentation in the period of youth, adequate linkages between school and work must be developed. Problems of youth in making the transition from education to work stem from several causes. These causes include the job shortage and inadequate opportunities for service and work in the teenage years, placement services, counseling services, occupational information, opportunities for integrated education and experience, knowledge of child labor laws, utilization of skill training resources, and utilization of developed abilities. The challenges to current education-work relationships will be met only through careful attention to the politics of change. The educational change discussed here requires coalitions of people and collaboration among private institutions, government, and educational institutions. (Author/JM)

ED 166 783 EA 011 289

Wiles, David K.

Organizations Facing Retrenchment: Guidelines from Economic Theory.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-8p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Economics, Educational Finance, Institutions, Models, *Organizations (Groups), *Retrenchment, School Organization

The issue of retrenchment as an organizational adaptation to changing conditions is discussed here in relation to four interrelated policy questions: What is the economic future of schooling? What economic assumptions underlie the institutional model of school organization? How could economics be interpreted in terms of a human investment model of school organization? What guidelines for organizational retrenchment are suggested by the two models? The speaker differentiates between the institutional perspective and the human investment perspective of economics as they affect the meaning of educational organization and future retrenchment. He contends that it probably is not possible to make universal judgments of appropriate action when two opposing perspectives must be considered. Rather, philosophies and methodologies for logically determining appropriateness'' in the formulation of social policy are, and will be, a striving based on faith. (Author/JM)

ED 166 784 EA 011 290

Westhead, Eleanore C. Carriker, William R.

Political Issues in the Expansion of Educational Services for the Exceptional Child.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-6p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Early Childhood Education, Elementary Secondary Education, *Exceptional Child Education, Federal Legislation, *Handicapped Students, Learning Disabilities, *Political Issues, Resource Allocations, Student Costs
Identifiers-*Education For All Handicapped Children Act, *Rehabilitation Act of 1973

Since 1957 and the first federal funding for the handicapped, concern for the needs of exceptional students has grown. Programs and media have been developed, culminating in the passage of Section 504 of the Rehabilitation Act of 1973 and in the Education of All the Handicapped Act of 1975 (P.L. 94-142). Many political issues surrounding these bills have emerged, and many questions are yet unanswered. The appropriate education'' that must be provided for exceptional children must be defined, and it must be decided who is to determine what education is appropriate. Another question to be answered is at what age handicapped students ought to begin and end their education. It is still unknown whether needed resources can or will be marshalled. (Author/JM)

ED 166 785 EA 011 291

Elsten, Marjorie G. Klein, Jenni W.

Early Childhood Programs: Issues and Prospects.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-9p.; Paper from ''The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Child Care Centers, *Day Care Programs, *Early Childhood Education, Federal Programs, Kindergarten, Nursery Schools, Parent Participation, *Political Issues, *Preschool Programs
Identifiers-Project Head Start

There is an increasing demand for expanded services for preschool children. Attention is now focused on many issues related to the goals and content of such programs, including appropriate settings and age of populations served. In the past, U.S. programs for children of preschool age have included kindergartens stressing educational development, nursery schools stressing overall development, and day care centers largely offering custodial care. Current programs include Head Start, kindergartens, and licensed and unlicensed private programs. Public pressure to increase federally supported early childhood programs comes from a number of sources, such as teachers' unions, working mothers, and women's groups. Key issues to dominate the debate over publicly supplied preschool programs include what level of government should set standards, who should sponsor programs, what role should be taken by parents, and what qualifications should be established for personnel. In spite of difficulties in resolving these issues, it is likely that early childhood programs will continue to expand. (Author/JM)

ED 166 786 EA 011 292

Kirst, Michael W.

The Changing Politics of Education: Actions and Strategies.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-26p.; Paper from ``The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Collective Bargaining, *Educational Policy, Elementary Secondary Education, Federal Aid, Federal Regulation, *Governance, *Government Role, *Government School Relationship, Local Issues, Political Influences, *Politics, School District Autonomy, State Aid, Teachers

Identifiers-School Site Management

The best response to this period of retrenchment and lack of support for education is more aggressive political activity at the state and local levels. The key to success is building coalitions among educational interest groups and potential allies in other services. Although the federal government greatly expanded its support of education in the last decade, it is likely that federal support will not continue to grow. Recently there has been a shift in the balance of power toward the state level with the most dramatic state initiative being in state finance reform. Many believe the state will continue to grow in its control of education. The impact of interest groups on the state level has previously been substantial, but competition among these groups could jeopardize support for all. Local governance of education historically has moved from decentralization to centralization. Local school governing agencies are more closed to public influence than state or federal agencies. Collective bargaining will produce dramatic changes in the governance of American schools. What is now needed in school governance is improved representation through enhanced legislative governance and decision-making at individual school sites. An urgent need is to rethink the balance between state and local control. (Author/JM)

ED 166 787 EA 011 293

Milstein, Mike M.

Analyzing the Impact of Adversarial Relations on the Management of Educational Systems.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-6p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Conflict, *Educational Administration, *Educational Policy, Educational Research, Elementary Secondary Education, *Management, Policy Formation, Political Influences, *Political Issues, Political Power

The intent of this paper is to touch on current trends that contribute to adversarial relationships in education and to pose policy-related questions that derive from these trends. At the federal level, adversarial relationships spring from demands from legislation, the courts, and federal officials. At the state level, confrontation arises from the demands of legislation, state officials, interest groups, and the state courts. At the local level, adversaries include students, parents, and community interest groups. Several analytical questions should guide policy research about adversarial relationships in education. Some of these questions are societal-based and revolve around issues such as whether adversarial relations are part of a societal trend, whether they signal a recognition of cultural pluralism, or whether some people are becoming enamored of confrontation for its own sake. Other questions are school-based and focus on such issues as the ability or willingness of educators to respond to social conditions, the defensiveness of educators, and the effects of collective negotiations on teachers and administrators. Research can also contribute to the resolution of the argument concerning whether confrontation and conflict are beneficial or harmful for education. (Author/JM)

ED 166 788 EA 011 294

Burbach, Harold J.

The Federal Government and Education: Problems and Prospects.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-6p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Educational Problems, Educational Research, Elementary Secondary Education, *Federal Government, Federal Regulation, *Government Role, Policy Formation, *Research Problems

Although the federal role in education has expanded over the last ten years, critics have only recently begun to examine what this means to educational policy-making. Theorists, empirical researchers, and policy-makers need to examine a number of questions. (1) Why and how does the national government involve itself in public education? (2) What is the extent of federal influence on public education? (3) What kinds of issues arise from federal involvement in public education? (4) What are the prospects for the future federal role in education? (Author/JM)

ED 166 789 EA 011 295

Timpane, Michael

Some Political Aspects of Accountability Mandates.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-6p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Citizen Participation, *Educational Accountability, Educational Policy, Elementary Secondary Education, Policy Formation, *Political Influences, Teacher Participation, Testing Programs

Although there has always been some form of accountability in education, in the last decade the American educational system has instituted a new kind of accountability. This accountability has sprung from increased federal involvement in education, states' needs to justify increased educational expenditures, and increased citizen involvement in local education. Disappointing experiences in accountability programs have stemmed from ambiguities in purpose and definitions, inability to determine what factors are responsible for achievement differences, and political resistance to the programs. There is some basis for better systems of accountability in public skepticism about education and teachers' ability to contribute to accountability programs. Although some elements in state-level accountability programs seem promising, it is still unknown whether policy-makers can devise effective programs. (Author/JM)

ED 166 790 EA 011 296

Ashbaugh, Carl R.

The Politics of Performance-Based Teacher Education and Certification.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-8p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Higher Education, *Performance Based Teacher Education, *Political Influences, Political Issues, Teacher Certification, Teacher Education

Because the institution of performance-based teacher education and certification (PBTE) affects the allocation of resources for teacher education and certification, the movement has become highly political. The political contenders in the struggle to institute PBTE include teachers, administrators, university educators, federal governments, state governments, local governments, professional organizations, national accrediting associations, and foundations. Those who support PBTE include university education departments, and the U.S. Office of Education. Those who will probably oppose PBTE include the National Education Association, state agencies for higher education, those in the academic disciplines, and small private colleges. It is now difficult to assess effects of PBTE. If it is widely accepted, the governance of teacher training will be greatly affected. PBTE may become a bargaining issue. The greatest barrier to implementation may be acquiring needed funds. (Author/JM)

ED 166 791 EA 011 297

Saxe, Richard W. Gish, Elmer H.

Public Participation in Educational Policy Making: Trends and Portents.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-8p.; Paper from ``The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Administrator Role, Board of Education Role, *Citizen Participation, *Educational Policy, Elementary Secondary Education, Governance, *Policy Formation, Political Issues, School Community Relationship, Teacher Role

The three participants in educational policy-making include public representatives, professional educators, and the general public. Although public representatives are underpaid and under pressure, they are often criticized for ignoring public opinion and delegating too much power to superintendents. Professional educators have been blamed for lack of citizen involvement in the schools. Lay participation in educational policy-making is now growing. Teachers and schools are now increasingly under attack by the public. Two national associations have been formed to aid the public in their participation in school policy-making, although it is unlikely these groups will yield great influence unless they change structure and focus. Citizen involvement has been furthered by federal requirements, politicians, and community education programs. (Author/JM)

ED 166 792 EA 011 298

Boyd, William L.

The Changing Politics of Changing Communities: The Impact of Evolutionary Factors on Educational Policy Making.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-8p.; Paper from ``The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Community Change, Community Development, *Educational Policy, Elementary Secondary Education, *Policy Formation, Political Issues, Retrenchment, Social Change

This paper examines questions concerning political and social change in communities and its implications for educational administration. Issues that underlie these questions include the distinction between internal and external changes, and the tension among representativeness, technical competence, and leadership. Evolutionary patterns in suburban school districts have been systematically studied. This research has produced several theories about the life cycle of communities. Research is now needed on current changes in school districts, the effect of community change on educational services, the impact of growth and retrenchment on school district responsiveness, and the consequences of school district competition for clients. Although opportunity for school district responsiveness is declining, one thing that will always be left to manage is conflict. (Author/JM)

ED 166 793 EA 011 299

Kaplan, Michael H. Warden, John W.
The Public School and the Politics of Coordinating Human Service Delivery Systems.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-11p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Human Services, *Interagency Coordination, Political Issues, Program Coordination, Research Needs, Retrenchment, School Support

Schools could benefit by integrating some of their efforts with similar efforts of other human service agencies. This might help alleviate the competition for resources among human services organizations. Researchers must study health, social work, business, community mental health, and other fields to gain broader understanding and insight concerning coordinated service delivery. Such coordination will raise complex questions of communication, control, and power. Both legal and ideological barriers impede coordinated human services efforts, but there is evidence of need for coordination and expansion of services. Success will depend on strong advocates for change. Also all professional and lay groups must recognize that their own self-interest is directly tied to the self-interest of others. (Author/JM)

ED 166 794 EA 011 300

Berdahl, Robert O.

Secondary and Postsecondary Education: The Politics of Accommodation.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-32p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, Federal State Relationship, *Higher Education, Institutional Autonomy, Political Influences, Political Issues, *Politics, Program Coordination, Program Evaluation, State Aid, State Boards of Education, *State Government, *State Legislation
Identifiers-Self Denying Ordinance

The politics of secondary education can be separated into three concerns: the way federal and state governments fit together and the effect of their interface on postsecondary education, the relations between elementary-secondary and postsecondary education, and state policies and postsecondary education. Since federal and state aid and regulation are not now well coordinated, a conference might effectively assess the value of such coordination. The differences between elementary-secondary education and postsecondary education are differences in kind rather than merely in degree. It is time for a major study of the various modes for promoting interlevel coordination. For most of the time in most of the states, the support of higher education by public tax funds has been accompanied by a self-denying ordinance'' by which the state paid but did not dictate policy. By the mid-1970s, however, the self-denying ordinance was generally modified and statewide boards of higher education were developed. Currently, states are going beyond the traditional postaudit concerns with legality and efficiency; they are now making efforts to determine the effectiveness and legitimacy of educational programs. Although there have been some significant developments in literature and research in the politics of higher education, the state of the art is still quite primitive. (Author/JM)

ED 166 795 EA 011 301

Leslie, David W.

The Courts and the Rules of the Game.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-8p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Access to Education, *Court Litigation, Decision Making, *Due Process, Educational Administration, Equal Education, *Equal Protection, Political Issues, *Politics, Postsecondary Education, School Law, Teacher Participation

Three areas of court litigation pose challenges to the administration of higher education. First, developments in equal protection and related areas promise reassessment of the distribution of educational finances. Both federal and state court cases suggest a shift from a requirement of equal educational opportunity to equal educational effects. Second, due process of law, having been extended to protect students and faculty in public institutions, now poses important challenges concerning even the very substance of education. Stricter tests of the rationality of administrative acts are being devised. A recent district court case challenged administrative discretion by acknowledging the right of parents to argue for a different educational program for their child than that recommended by the school. Finally, new standards of good faith may result in requirements for shared decision-making in some areas. Recent cases concerning an institutional establishment of financial exigency have suggested that joint faculty-administrative consultation on the matter may be necessary to demonstrate administrative good faith. (Author/JM)

ED 166 796 EA 011 302

Gladieux, Lawrence F.

Appraising the Influence of the Educational Lobbies: The Case of Higher Education.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-8p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Educational Policy, *Federal Legislation, Higher Education, *Policy Formation, *Political Influences, Political Issues, Political Power, Politics

Identifiers-Educational Lobbies

The higher education lobby has been severely criticized for its aloofness toward politics. In the past, vigorous lobbying was less necessary, but sustained representation in the political sphere is now vital to the future of higher education. Although the education lobby failed to promote its interests concerning the Education Amendments of 1972, it helped shape the results of debates on the 1976 amendments. The political self-consciousness of higher education and its concern for effective representation are growing. Legislators are increasingly being given the data and policy suggestions they need. Nevertheless, higher education needs to utilize more fully the range of political resources at its command. Higher education must also deal with the problem of whether to strive for a united front or to let each separate interest within higher education be heard. (Author/JM)

ED 166 797 EA 011 303

Nickerson, James F. Stampen, Jacob O.

Political and Programmatic Impacts of State-Wide Governance of Higher Education.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78
Note-8p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Centralization, Governance, *Institutional Autonomy, Political Issues, Politics, Postsecondary Education, State Agencies, *State Government, State Legislation

The number of decision-makers in higher education has increased, and resolution of issues has gravitated toward the state level. Since World War II the trend has been toward centralizing authority in state higher education coordinating and governing boards. Issues such as access and aid to higher education or statewide collective bargaining stimulate a more active state role in the governance of higher education. Current trends are having strong impact on higher education programs and institutions. New developments include regulations from many different sources, limited authority of governing boards, need for statewide support and planning, preauditing, and increased state control of private institutions. The problem is how to retain the advantage of central control with the least sacrifice of institutional autonomy. Some steps in this direction are assigning clear divisions of responsibility to state higher education agencies and institutions, organizing states and their institutions for more effective participation in state political processes, and reliance on the courts to settle questions of institutional autonomy. (Author/JM)

ED 166 798 EA 011 304

Bird, Patrick J.

Political and Programmatic Impact of Affirmative Action Policy: The Case of Title IX.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-12p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Educational Administration, Educational Policy, *Federal Legislation, *Political Influences, Political Issues, Politics, Postsecondary Education, Program Costs, *Program Development, *Sex Fairness

Identifiers-Education Amendments 1972 Title IX

Title IX legislation has had a widespread impact on institutions of higher education. Similar laws and regulations preceding Title IX include Executive Order 11246, the Comprehensive Health Manpower and Nurse Training Act, and the Equal Employment Opportunity Act. The pervasive influence of Title IX is indicated in its provisions concerning admissions, recruiting, and programs and activities such as course offerings, counseling, financial assistance, and athletics. To comply with Title IX, an institution must evaluate its current policies, appoint a compliance officer, establish grievance procedures, and notify all interested parties that it does not discriminate. During the development of Title IX regulations, several suggested requirements were supported by the Women's Equity Action League and Representative Bella Abzug and opposed by other organizations. These requirements concerned textbooks, single-sex courses and scholarships, part-time employee fringe benefits, retirement plans, and maternity leaves. The two suggestions incorporated were single-sex courses and maternity leaves. The magnitude of Title IX coverage presents serious questions concerning administration, finance, implementation, and enforcement. (Author/JM)

ED 166 799 EA 011 305

Ward, Virgil S. Templin, Robert G., Jr.

Lifelong Learning and the Politics of Education.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-8p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Adult Education, *Continuous Learning, Educational Alternatives, Educational Policy, Elementary Secondary Education, Experiential Learning, *Political Influences, *Politics, Postsecondary Education, Social Influences, Special Degree Programs

Lifelong learning has great political and social implications for formal educational institutions. Imported from Europe, lifelong education stresses education for all ages offered at the time the learner needs the competencies being taught and supplied by the society as a whole rather than just from the schools. The forces that produce the growing need for lifelong education include the rapidity of change, psychologists' discovery of the adult need for continuous learning, and a rising percentage of middle-aged or older adults in the population. Many schools faced with declining enrollment are instituting nontraditional programs to attract adults seeking learning opportunities. Yet many lack confidence in the schools' ability to fill these needs, nonschool educational programs are proliferating, and traditional schooling is receiving a lower priority in competition for the tax dollar. It is still an open question whether school leaders will cooperate to answer the demands for lifelong education or whether they will remain disorganized and unprepared in an obsolete and marginally functional institution. (Author/JM)

ED 166 800 EA 011 306

Campbell, Roald F.

Improving the Performance of Educational Administrators as Planners, Mediators, and Power Brokers.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-19p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Administrative Personnel, *Administrator Education, Certification, Educational Administration, Educational Planning, Elementary Secondary Education, Experiential Learning, *Political Power, Politics, Small Group Instruction

Programs are needed to help future educational administrators cope with the changing role of the administrator. Administrators must be trained in the analytical process of planning and in the political process of mediating. Preparation programs must be designed to help secure administrators who can both think and act. Programs should include the establishment and support of training centers in major universities, active recruitment, rigorous selection procedures, involvement of the entire university faculty, use of simulated materials, computer-based decision-making exercises, high quality clinical experiences, and application of skills in a small group made up of 15-20 future administrators and a few faculty. Faculty members from related areas, selected practicing administrators, and key leaders in the community should contribute to the training. Many universities need to discontinue their present programs; new resources must be secured; certification requirements must be revised or eliminated; and faculties in educational administration will need to be substantially reconstituted. (Author/JM)

ED 166 801 EA 011 307

Mortimer, Kenneth P.

Preparing Administrators in Higher Education: Some Special Considerations.

Phi Delta Kappa, Bloomington, Ind.

Pub Date-78

Note-7p.; Paper from The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309

Available from-Not available separately see EA 011 280

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Administrator Education, *College Administration, Educational Administration, Political Issues, Political Power, Politics, Postsecondary Education, *University Administration

Training programs for administrators of higher education could benefit from several changes. Higher education administration is different from school administration partly because in higher education there are two administration systems, the bureaucratic side for which training is available and the academic side for which little training is available. Currently about 4,000 students and 300-400 faculty specialize in higher education. Programs in higher education lack prestige partly because many professors have little academic preparation in the field. Professors all ought to have their experience augmented by at least a year's study in higher education. Programs for the preparation of higher education administrators should be planned with four political questions in mind. (1) How is power distributed? (2) What are the resources of power and how are they manipulated? (3) Whose interests are involved in different types of decisions? (4) What is the best way to deal with conflict? (Author/JM)

McCutcheon, Aubrey V.
Beyond Mediation: Administrators as Advocates.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-4p.; Paper from ``The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Administrative Personnel, *Administrator Education, *Communication Skills, Conflict Resolution, Educational Administration, Motivation Techniques, *Persuasive Discourse, Political Power, Politics

Many educational administrators feel seriously lacking in advocacy training. They want to be able to deal with disruptive conflicts and adversary situations with legislative bodies, parent groups, and executive agencies. When 19 school administrators were polled informally, they asked for advocacy training to help them acquire the skills of persuasion, negotiation, and political know-how. Administrators need to know how to lobby with legislators and to present their interests in court. For example, advocacy training might have helped Detroit administrators who were prevented both from operating under a deficit budget and from the necessary reduction of services that such operation entailed. Advocacy training is the first step in creating effective power brokers able to affect the changing politics of education. (Author/JM)

ED 166 803 EA 011 309

Culbertson, Jack
Challenge and Opportunity.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-7p.; Paper from ``The Changing Politics of Education: Prospects for the 1980's'' (EA 011 280); For related documents, see EA 011 280-309
Available from-Not available separately see EA 011 280
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Cooperative Programs, Educational Administration, Educational Change, *Educational Problems, Efficiency, Financial Problems, Interinstitutional Cooperation, Leadership, *Retrenchment

As educational enrollments, resources, and confidence decline, complexity, ambiguity, and dissatisfaction increase. This mixture of growth and decline creates an adverse environment for educational leaders. History shows, however, that adversity can have important uses and profound advantages. Leaders can use adversity to help define new and more desirable directions for educational institutions. The dissatisfaction created by adversity establishes a readiness for needed change. The necessities of retrenchment can produce greater efficiencies in present programs and operations. The demands of adversity can also encourage new forms of cooperation. This cooperation may include the pooling of a wide range of human and other resources and can help leaders address the complex demands of adversity more effectively. (Author/JM)

ED 166 804 EA 011 310

Developer/Demonstrator Directory.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-300-77-415
Note-265p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Demonstration Programs, *Educational Alternatives, Elementary Secondary Education, *Validated Programs
Identifiers-National Diffusion Network

The National Diffusion Network (NDN) was established to bring together representatives of federal, state, and local agencies to promote widespread adoption of new and innovative programs within and across state boundaries. The goal in publishing this directory is to help local educators solve problems through program improvements gleaned from other districts. The information gathered on each project is divided into two parts. The first part includes project name, address, phone number; project personnel, responsibilities, and percent time spent on developer/demonstrator project; and dissemination funding. The second part includes addresses and contact persons for demonstration and turnkey sites. (Author/LD)

State Facilitator Profiles: Needs Assessment; Problem Solving; Implementation Assistance; Awareness Workshops. Fourth Edition.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-300-77-415
Note-98p.; For a related document, see ED 149 440
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Change Agents, Elementary Secondary Education, *Needs Assessment, *Problem Solving, *Program Development, State Programs
Identifiers-*National Diffusion Network, *State Facilitators

This catalog, the fourth edition issued by the U.S. Office of Education, provides current information on the state facilitator projects presently operating in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. It is designed especially for use by state facilitators and developer/demonstrators in the National Diffusion Network (NDN) and in other projects approved by the Joint Dissemination Review Panel. All educators interested in the improvement of learning opportunities in schools could find it useful. The one-page descriptions for each state provide a picture of the linking operations sponsored by the state facilitator projects in the NDN. Arranged alphabetically by state, each description provides information on project staff, special resources, outreach strategies, special emphasis, criteria for selection of adopter districts, financial assistance policies, budget, and contact name. (Author/LD)

ED 166 806 EA 011 313

Understanding Financial Support of Public Schools (IV). 1978-79.
New York State Education Dept., Albany. Bureau of Educational Finance Research.
Pub Date-Nov 78
Note-80p.; Not available in paper copy due to light print of original document
Pub Type- Numerical/Quantitative Data (110) () - Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Data Analysis, Elementary Secondary Education, Expenditure Per Student, Operating Expenses, Resource Allocations, *State Aid
Identifiers-*New York State Public Schools

This report is the fourth edition that has appeared under the title, Understanding Financial Support of Public Schools.'' It explains legislation enacted by New York State providing financial aid to schools during 1978-79. The report was designed to help the interested citizen, the school board member, and members of civic organizations understand distribution of state aid to the school districts of New York State. It covers operating aid, which accounts for approximately 75 percent of the estimated total general aid to be paid in 1978-79. Also covered are transportation (9%), buildings (7%), and Boards of Cooperative Educational Services (4%). The appendix lists other aids available to some districts and provides a section on federal aid with a table of program appropriations for 1977-78. A glossary at the end may prove useful in understanding the subject matter covered. (Author/LD)

ED 166 807 EA 011 314

Regnier, Paul Khan, Muhammad

Transferring Success ESEA IV. Part C, Education Innovation and Support. Volume IV: Replication Manual.

New York State Education Dept., Albany. Div. of ESC General Program Planning.

Pub Date-79

Note-43p.; Pages 19-22 marginally legible due to small type

Pub Type- Guides - Non-Classroom (055) ()

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Adoption (Ideas), Elementary Secondary Education, Federal Aid, Grants, Records (Forms), State Programs

Identifiers-Elementary Secondary Education Act 1965 Title IV, New York

This planning guide provides eligible education agencies in New York State with the necessary information and instructions for replication grant competition in Title IV of the Elementary Secondary Education Act. Replication is the final phase of the transferring success'' process whereby a demonstrator's program is adopted by a New York State school district that has needs addressed by the program. The procedures for replication of a proven program which addresses a specific need are described chronologically in the manual. A fill-in chart is provided for districts wanting to plan a grant proposal and to administer and operate a replication project. (Author/LD)

Lundeen, Virginia And Others

Residential Property Composition of School Districts: Its Effect on Tax Rate and Per Pupil Revenue.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency-Illinois School Problems Commission, Springfield.; National Conference of State Legislatures, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-78p.

Available from-Center for the Study of Educational Finance, Department of Educational Administration and Foundations, College of Education, Illinois State University, Normal, Illinois 61761 ($3.00)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Elementary Secondary Education, *Equalization Aid, *Finance Reform, Multiple Regression Analysis, Property Taxes, School Systems, Statistical Analysis, Tax Effort, *Tax Rates

Identifiers-Illinois (Cook County), Illinois (DeKalb County), Illinois (DuPage County), Illinois (Kane County), Illinois (Lake County)

This study related tax rate and per pupil revenue to residential assessed valuation, percent residential of total assessed valuation, and selected socioeconomic independent variables for school districts in Cook, DeKalb, DuPage, Kane, and Lake counties in Illinois. Findings suggest that for homeowners and the students of these counties in 1976, the combination of high percent of residential property and low per pupil value of residential property shows high tax rates and low per pupil revenue; that school revenues in all high residential percent districts may be lower than revenues in low residential percent districts; and that the Illinois reward for effort is, in essence, a system of reward for districts with high percentage of residential valuation. Yet, while the present system helps homeowners, it does not produce combined state and local revenue that can keep up with inflation. The guaranteed yield is frozen at less than $1,300 combined state and local revenue per pupil, while other districts with higher local resources can increase the local revenue to produce a combined yield of several hundred dollars per pupil unit above the state guarantee. (Author/IRT)

ED 166 809 EA 011 316

Cates, Carolyn S.

A Preliminary Inventory of Educational Linking Agent Functions with Brief Explanations.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Contract-400-76-0050

Note-53p.; Tables 3 and 4 may be marginally legible due to small print

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Change Agents, Elementary Secondary Education, Job Analysis, *Occupational Information

Identifiers-*Linking Agents

A preliminary inventory of functions performed by educational linking agents was constructed from a review and analysis of conceptual and descriptive literature and from examination of instruments available to assess required knowledge, skills, and attitudes of linking agents. The functions are derived from clusters of work-related activities, behaviors, or tasks that can be observed with reasonable frequency in job performance. Seven such clusters were identified as core functions based on the frequency with which the activities were cited and the consistency with which a given function was used to organize related activities: planning, resource utilization, communication, problem-solving, process helping, implementation, and evaluation. Also included are six other functions that could not be completely subsumed under the core functions: project management, content-subject matter skills, survival skills, influence/power skills, research, and organizational development. Each function is briefly described and examples of related tasks and skills are given. Several factors that have been identified or suggested as influencing linking agent functions are discussed: roles and functions of others engaged in educational improvement, context in which improvement efforts occur, location of the linking agent, stage of the dissemination/improvement process, and differentiation among domains related to functions. (Author/IRT)

ED 166 810 EA 011 318

Hood, Paul D. Cates, Carolyn S.
Alternative Approaches to Analyzing Educational Dissemination and Linkage Roles and Functions. Educational Knowledge Dissemination and Utilization. Occasional Paper Series.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0050
Note-109p.
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Bibliographies, *Change Agents, *Educational Change, Educational Innovation, Elementary Secondary Education, *Information Dissemination, Information Utilization, Models, Occupational Information, Professional Training

The objective of this paper is to consider alternative frameworks for the description and analysis of linking agents' roles and functions and to explore the implications of the frameworks for linkage training and support. Section 1 draws attention to the variety of terms and contexts used in the literature on educational knowledge utilization and draws distinctions between three widely used terms: knowledge utilization, knowledge transfer, and planned change. In section 2, general orientations toward change are examined from a variety of perspectives. In section 3, seven widely quoted systematic'' models of change are reviewed in terms of their implications for linking agents, macrosystem linkages, linking roles, and temporary and permanent linking systems. In sections 4 and 5, recent conceptions of linkage and linking agents are examined and comparisions are drawn among the linking agent roles described in the literature. In section 6, directions for future development are suggested. The implications of previous conceptualizations and the suggested future directions for linking agent training and support are discussed in section 7. (Author/IRT)

ED 166 811 EA 011 319

Pool, Betty Jo Hood, Paul D.

Assessment Instruments for Educational Linking Agent Training: A Preliminary Compendium.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Contract-400-76-0050

Note-142p.; Some tables may not reproduce clearly

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Change Agents, Elementary Secondary Education, Evaluation Methods, *Measurement Techniques, *Questionnaires, Tables (Data)

Identifiers-DD & E Diagnostic Instrument (Hood & Blackwell), Linker Performance Inventory (Davis), *Linking Agents, Professional Preference Census (Creighton), School Counselor Attitude Inventory (Baker), What Do Training Development Pros Really Do (ASTD)

In order to provide linking agent trainers with some assistance in the area of personnel and training assessment, a search for suitable instruments was undertaken. This compendium and the attached instrumentation are the results of this search. Very few instruments were found that focus directly on linking agent assessment. With few exceptions, most of the instruments were designed for specific, often one-time, purposes. Linking agent assessment is primitive. Would-be users of assessment instruments should not expect to find much that is immediately usable here. Still, some of the available instruments can be adapted to fit linking agent training situations. Before the instruments are examined, the types of uses and methods that could be employed in linking agent assessment are reviewed. The instruments included are Baker's School Counselor Attitudes Inventory; Davis's Linker Performance Inventory; Creighton's Professional Preference Census; Hood's and Blackwell's Development, Dissemination, and Evaluation Diagnostic Instrument; and the American Society for Training and Development questionnaire What Do Training and Development Professionals Really Do?'' (Author/IRT)

ED 166 812 EA 011 320

ASPIRE: Analysis and Synthesis for Planning, Implementation, Redesign, and Evaluation. A Model for Instructional Management.
Millcreek Township School District, Erie, Pa.
Pub Date- 75
Note-28p.
Pub Type- Guides - General (050)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Secondary Education, *Instructional Programs, Management Systems, *Models, *Program Evaluation, Program Planning
Identifiers-ASPIRE Model

One result of the increased size and complexity of instructional programs is a decrease in the ability of instructional managers to effectively evaluate them. The analysis and synthesis for planning, implementation, redesign, and evaluation (ASPIRE) model for instructional management provides a conceptual framework for obtaining a comprehensive view of the entire program: priorities, levels, data factors, funding sources, and types of instructional service. As a result of using the model, decisions can be made on the basis of more complete information. Space is provided the user of this document to complete data related to rationale for the program, target population, objectives, activities, resources, limits or constraints, evaluation, and report and feedback. Also included is a rating sheet for instructional plans. (Author/LD)

ED 166 813 EA 011 321

Kelley, Edgar A., Ed.

Reduction in Force: Policies, Practices and Implications for Education. Briefings in Educational Issues, Number 1.

Nebraska Univ., Lincoln. Teachers Coll.

Pub Date-Nov 78

Note-85p.; Not available in paper copy due to light print of original document

Pub Type- Collected Works - General (020)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Educational Policy, Elementary Secondary Education, Enrollment Trends, Policy Formation, Professional Associations, *Reduction in Force, Teachers, Tenure

Identifiers-Nebraska

The seven chapters in this document provide an introduction to the problems of reduction in force (RIF), an overview of school enrollment trends in the United States and Nebraska, a historical view of RIF, the attitudes of various professional associations toward RIF, selected policies and procedures established by various states and school districts, considerations in the development of RIF policies, and the implications of RIF for educational planning. (Author/IRT)

ED 166 814 EA 011 322

Grube, Karl W. Bewley, Mary
Economics/Environment/Educational Outcomes of Site Planning.
Pub Date- Jan 79
Note-140p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Annotated Bibliographies, Assessed Valuation, *Educational Finance, Educational Parks, *Environmental Education, *Environmental Influences, Landscaping, Master Plans, Property Taxes, Resource Allocations, School Community Relationship, *School Planning, Shared Facilities, *Site Analysis, *Site Development, Site Selection

Few school leaders and school architects have recognized or comprehended the potential symbiosis between school site resources and the enrichment of the instructional program, the urgency of repairing and improving the biosphere, the broadening of community life onto school sites, and the recognition of the responsibility role of stewardship of public [illegible]. Accordingly, the authors present 21 site planning concepts that [illegible] the basis for public site policy formulation. The concepts are divided into three sections: economics, environment, and educational outcomes of school site planning. The sections each contain seven planning concepts that utilize research and case studies. The section on economics discusses public tax expenditures for school land as investments not costs and claims that because people value school park sites with natural landscape features, this stabilizes or increases neighborhood property values. The environment section discusses land use, microclimate enhancement, biosphere improvement, unit of design, land form scale modeling, water resources, and esthetics. The section on educational outcomes of school site planning presents guidelines for school-community land resources and discusses outdoor classrooms on school sites, and children's play environments designed for optimal potential growth. (Author/MLF)

ED 166 815 EA 011 323

A Glossary of Legislative Terms.
National School Boards Association, Washington, D.C. Office of Federal Relations.
Pub Date-76
Note-34p.
Available from-Office of Federal Relations, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($5.00; quantity discounts)
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Definitions, Federal Government, *Legislation

This booklet was published to help school board members communicate more effectively with agencies of the federal government. It presents essential terminology of the legislative process and, to a lesser extent, of the executive function. Definitions are phrased in terms used by legislators and spelled out in the Constitution. (Author/LD)

Teacher Absenteeism. Professional Staff Absence Study.
Pennsylvania School Boards Association, Inc., Harrisburg.
Pub Date-Oct 78
Note-60p.
Available from-Pennsylvania School Boards Association, 412 North Second Street, Harrisburg, Pennsylvania 17101 ($3.00; 10% discount for 10 or more copies)
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Cost Effectiveness, Educational Research, Elementary Secondary Education, *Teacher Attendance
Identifiers-*Pennsylvania

This study is intended as an aid to administrators who want to develop absenteeism policies that produce cost-efficient methods of staffing during teacher absences. Undertaken during the school year 1977-78, this project is the most comprehensive study of its kind in the state of Pennsylvania. Its first purpose to explore the basic characteristics and patterns of staff absences showed that the average teacher was absent a total of 8.2 days during the school year. Its second purpose to assess the economic impact related to staff absences indicated that the dual payment to the teacher and a replacement almost doubles the cost of a day's work for the school district. Finally, the report ends by recommending alternatives to current staffing practices that would benefit the total educational program for students. (Author/LD)

ED 166 817 EA 011 326

Building for School and Community. III: United States. OECD Programme on Educational Building.

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-78
Note-207p.; Best copy available
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($11.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Community Education, *Community Schools, Declining Enrollment, Educational History, Educational Innovation, Elementary Secondary Education, Federal Aid, Interagency Coordination, International Education, International Organizations, *Neighborhood Centers, School Closing, *School Community Relationship, *Shared Facilities

The Programme on Educational Building (PEB) has sponsored the analysis of projects in various countries that associate school buildings with community facilities. The texts brought together in this volume concern the United States. A paper prepared by the Office of Education provides information on the historical and administrative background of the American programs on community education. Part 1 of the report deals mainly with single projects in which school and community facilities have been coordinated and, within this range, with two extreme solutions: the large purpose-built center and the opposite recent trend towards utilizing empty schools. The examples presented of the large facilities are the Human Resources Center in Pontiac, Michigan; the Thomas Jefferson Junior High School and Community Center in Arlington, Virginia; and Paul Laurence Dunbar High School and Community Center in Baltimore, Maryland. Part 2 reports on the neighborhood and citywide models, particularly the SAND project and the Everywhere School in Hartford, Connecticut, and the community school concept including various models and programs in Ann Arbor, Michigan. The last text, User Participation in Planning and Design,'' is based on the concepts and method developed in a number of coordinated facility projects. (Author/MLF)

ED 166 818 EA 011 329

Short, Kathleen, Ed.

Cooperative Programs Between Public and Private Elementary Schools. Individual Approaches to Elementary School Programs.

National Catholic Educational Association, Washington, D.C.

Pub Date- 73

Note-95p.

Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, Suite 350, Washington, D.C. 20036 ($2.95; quantity discounts)

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Catholic Schools, *Cooperative Programs, *Dual Enrollment, *Educational Alternatives, Elementary Education, Private Schools, Public Schools, *Shared Services

This report, the result of questionnaires sent to superintendents of Catholic schools across the country, describes alternative approaches to the provision of Catholic education in the wake of Supreme Court decisions limiting the public aid available to private schools. Shared-time, dual enrollment, and ecumenical schools were some of the alternatives that encouraged local public and private school cooperation. Schools are listed under those using dual enrollment, a four and one-half-day school week, shared-time, ecumenism, and other programs. Each school's response includes reflection on such features as history of the innovative process, goals, evaluation, and future projections. (Author/LD)

ED 166 819 EA 011 330

Frye, Charles H.

Tracking and Reporting School-Leaving Competencies: Keeping the Records, Displaying the Results.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-76-0028
Note-86p.; Some parts may not reproduce clearly due to colored background
Available from-Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 ($7.75; orders under $15.00 must be prepaid)
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Data Processing, *Performance Based Education, *Recordkeeping, Records (Forms), Secondary Education, Systems Development
Identifiers-Oregon

Recently, the momentum of competency based education (CBE) has increased sharply in Oregon, due in part to the public outcry against perceived failures in the K-12 public school program. CBE is a program for certifying student performance that requires demonstration of an acceptable level of skill in those areas deemed vital to success in postgraduation life roles. This document examines some of the current problems with and suggests some tangible solutions for the keeping of records being generated by CBE requirements. Four problems are addressed: (1) reducing the recordkeeping workload of the teachers, (2) reducing the efforts of maintaining the records system, (3) increasing the useful information available from it, and (4) removing the need for human judgment by making the recording and reporting more objective. Both manual and computer records systems are discussed. Sample forms are included for reader use. (Author/LD)

ED 166 820 EA 011 331

Kloster, Alexander J.

A Study of Intermediate School District Functions and Organizational Structure.

Pub Date-30 Jun 78
Note-117p.; Not available in paper copy due to light print of original document ; Research prepared for the Michigan Association of Intermediate School Administrators
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Attitudes, Ancillary Services, Educational Legislation, Elementary Secondary Education, *Intermediate Administrative Units, Organization, Professional Services, Regional Cooperation, School Superintendents, State Legislation, Statistical Data, Tables (Data)
Identifiers-*Michigan

Intermediate School Districts (ISDs) provide services to and draw strength from the larger environment of which they are a part. This study examines the functions and responsibilities of ISDs with the purpose of creating a more effective network linking state agencies with local school districts. It is divided into five sections: identification of current services, needs assessment of local districts, needs assessment of state agencies, evaluation of other ISD networks, and a summary. Part of the study is devoted to expectations of local school superintendents regarding the type and extent of services they feel should be provided by the ISD. (Author/LD)

ED 166 821 EA 011 332

Weiner, Debra S.

Community Participation in Budget Development: A Case Study of the 1977 Budget Task Force of the Philadelphia School District.

Pub Date-31 Aug 78

Note-321p.; Ed.D. Dissertation, Temple University

Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 79-10,027; $8.25 microform; $16.50 paper)

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Administrator Attitudes, *Advisory Committees, Boards of Education, *Budgeting, Budgets, Case Studies (Education), *Community Involvement, Elementary Secondary Education, Evaluation Methods, Literature Reviews, Models, *Program Evaluation, Questionnaires, School Superintendents, School Systems

Identifiers-*Philadelphia Public Schools PA

This study examines the circumstances under which a large urban school system opens the budget development process to the input of citizens groups and the difficulties involved in this effort. The scope of the study is limited to the analysis of the 1977 Budget Task Force (BTF) of the Philadelphia School District and observations of the Philadelphia Board of Education relating to citizen participation on budget development. The document contains a section on methodology; a review of the literature; a section on data analysis, findings, and conclusions; implications and recommendations; the conceptual framework for evaluating the success of the community participation; suggestions for further research; and a summary. Appendices and a bibliography are also included. The conceptual framework for evaluating citizen participation was constructed using five variables (origin, composition, scope of task, time span, and locus of decision-making) and eight fixed elements (candor, representativeness, consensus on criteria, time, access to information and people, support services, dissemination, and evaluation/feedback). (Author/IRT)

ED 166 822 EA 011 333

Mann, Dale, Ed.
Making Change Happen?
Pub Date-78
Note-335p.; Policy Analysis and Education Series
Available from-Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($12.95)
Pub Type- Books (010) - Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-*Adoption (Ideas), *Change Agents, *Educational Change, *Educational Innovation, Elementary Secondary Education, Federal Programs, Program Improvement, School Policy, Statistical Data, Tables (Data)

What happens when an innovative project is implemented in a school is the focus of this book. An examination of the change process by a variety of authors divides the book into three main sections. Part 1 reports the results of examination of the change process in recent times. Part 2 extends the book's focus to experiences with large-scale, intense, or comprehensive efforts to change schooling practices like Title I of the Elementary and Secondary Education Act. Part 3 attempts to interpret the evidence about change in education and discusses its implications for future practice. (Author/LD)

ED 166 823 EA 011 334

Goor, Jeanette Farris, Elizabeth

Training Needs of Public School Administrators. A Survey of Local School Districts. Fast Response Survey System Report No. 5.

National Center for Education Statistics (DHEW), Washington, D.C.; Westat Research, Inc., Rockville, Md.

Report No.-FRSS-5

Pub Date-78

Contract-300-76-0009

Note-23p.; Not available in paper copy due to small print size of original document

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrator Attitudes, *Administrator Education, *Educational Needs, Educational Research, Elementary Secondary Education, Inservice Education, Postsecondary Education, Questionnaires, *School Superintendents, Statistical Data, Tables (Data)

This report presents the findings of a fast response survey of school administrator training needs and programs as perceived by school districts. The nationwide survey, conducted in the summer of 1978, had three objectives: to assess the degree of need for expanded or improved training opportunities in 14 areas, to indicate preferred methods for providing this training, and to evaluate current training methods according to relevance of course content and quality of instruction. The findings, which represent the views of school district superintendents, revealed that public school administrators perceive a need for expanded or improved training opportunities. Over half the districts felt the state inservice programs could provide the needed training, and they rated the current training methods as adequate or better. However, a substantial number of districts called for major improvement in existing administrative training programs. (Author/LD)

ED 166 824

EA 011 335

Billet, Leonard

The Free Market Approach to Educational Reform.

Rand Corp., Santa Monica, Calif.

Report No.-Rand-P-6141

Pub Date-78

Note-40p.

Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($3.00)

Pub Type- Opinion Papers (120)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Democratic Values, *Educational Change, *Education Vouchers, Elementary Secondary Education, Government School Relationship

Identifiers-Smith (Adam)

This essay discusses the moral basis for free market education, reform and market concepts, free market education's impact on democratic values, and the views of its founder. Free market education is an application of traditional American values to primary and secondary education. Through use of a voucher system, free market education awards each parent of school-age children a yearly certificate or ``voucher'' to cover the costs of education in whatever schools they choose. The recipient schools then turn them in for actual payment from public funds. (Author/LD)

ED 166 825 EA 011 336

Bass, Gail V.

A Study of Alternatives in American Education, Vol. I: District Policies and the Implementation of Change.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-R-2170/1-NIE

Pub Date-Apr 78

Contract-B2C-5326

Note-236p.

Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($7.00)

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-*Adoption (Ideas), *Alternative Schools, Educational Alternatives, Educational Policy, Elementary Secondary Education, Free Choice Transfer Programs, *Inservice Teacher Education, Organizational Communication, *Parent Participation, Program Costs, Program Descriptions, *Resource Allocations, School Systems, *Teacher Placement

Identifiers-Alum Rock Public Schools CA, Cincinnati Public Schools OH, Eugene Public Schools OR, Minneapolis Public Schools MN

This study analyzes the establishment of public alternative schools and programs from the perspective of school district management. An alternative school or program is defined as one that is full-time, is available to students on a voluntary basis, and is in some way distinctive from the district's standard program. Chapter 1 is introductory. Chapter 2 provides a background sketch of the sample districts. Chapter 3 describes the origins of alternatives, the methods for establishing new programs, the types of educational changes attempted, and the resources made available for implementation. Chapter 4 analyzes a series of management issues in implementing alternatives, comparing the ways in which these four districts handled them. The six issues are assigning staff, providing staff training, allocating facilities, establishing procedures for student selection of programs, providing information to the consumer, and establishing procedures for parental participation. Chapter 5 explores the current status and future prospects of alternatives in each district. Chapter 6 summarizes what has been learned about effective strategies for creating and managing public alternative schools under different types of conditions. An appendix examines the types of excess costs that may be involved. (Author/IRT)

Powell, Gary N. Butterfield, D. Anthony
Sex, Sex-Role Identification, and the Good Manager.
Spons Agency-Connecticut Univ. Research Foundation, Storrs.
Pub Date-16 Aug 77
Note-17p.; Paper presented at the Annual Meeting of the Academy of Management (37th, Kissimmee, Florida, August 1977); Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Personnel, *Role Perception, *Sex Role, Sex Stereotypes, Statistical Data, Tables (Data)

The purpose of the present study was to determine the influences of sex and sex-role identification on the perceived characteristics of a good manager. A sample of 335 students from various undergraduate and graduate business courses completed the Bem Sex-Role Inventory both for themselves and for a good manager. Three hypotheses were tested that the good manager is perceived as androgynous in sex-role identification rather than as masculine, feminine, or undifferentiated; that the individuals' perceptions of a good manager are affected by their own sex-role identification; and that the effect of sex-role identification on individuals' perceptions of a good manager are independent of the effect of sex. The results indicated an overwhelming preference for a masculine manager. Strong correspondence was observed between comparable self-scores and ideal-scores for both males and females. Data show that the effects of sex-role identification and sex on individuals' perceptions of a good manager are different: the effect of varying sex on individuals' ideal-group memberships was negligible, while the effect of varying self-group membership was considerable. (Author/IRT)

ED 166 827   EA 011 338

Levine, Donald M.

The Implementation of Accountability Systems: A Psycho-Social Approach.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 76
Grant-NIE-G-74-0053
Note-269p.; For related documents, see EA 011 339-341
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Adoption (Ideas), Case Studies, *Educational Accountability, *Educational Change, Educational Research, Elementary Secondary Education, Literature Reviews, Organizational Change, Organizational Theories, Organizations (Groups), *Program Development, Teacher Attitudes

This report reviews several approaches to organizational analysis and discusses problems in implementing an accountability system. Chapter 1 surveys socio-technical and technical-behavioral systems. Chapter 2 discusses the importance of psychoanalysis and organization analysis. Chapter 3 presents problems in implementing an accountability system and is followed by several case studies. The final chapter discusses steps to implementation that require special attention to the social and psychological organization of the institution. (Author/LD)

Levine, Donald M. Hahn, Peter T.

Accountability and the Kepler Public Schools. A Technical-Behavioral Analysis. Appendix A.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-NIE-G-74-0053
Note-211p.; For related documents, see EA 011 338-341
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Administrator Attitudes, *Adoption (Ideas), Case Studies, *Educational Accountability, Educational Research, Elementary Secondary Education, Models, *Organizational Change, Program Development, Questionnaires, School Systems, Teacher Attitudes

This study examines the effectiveness of an accountability system Alter whose aim is to facilitate long-term planning. The purpose of the study was to develop a model that school systems can use in implementing accountability systems. The project explored the idea that when formal management systems are introduced into schools, they ignore individual reactions and thus elicit resistance. Questionnaires were distributed to the superintendent and his administrative staff, and interviews followed later. According to the report, the successful implementation of Alter depends on the ability of the organization's sentient system to sustain a level of sophisticated operation. (Author/LD)

ED 166 829 EA 011 340

Levine, Donald M. Wenck, William A., Jr.

Accountability and the New Westfield Public School System. A Technical-Behavioral Analysis. Appendix B.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-NIE-G-74-0053
Note-130p.; For related documents, see EA 011 338-341
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Administrator Attitudes, *Adoption (Ideas), Case Studies, *Educational Accountability, Educational Research, Elementary Secondary Education, *Organizational Change, Program Development, Questionnaires, School Systems, *Teacher Attitudes

This study is a technical-behavioral analysis of an accountability system the educational review program. The purpose of the study was to develop a model that school systems can use in implementing accountability systems. The project explored the idea that when formal management systems are introduced into schools, they ignore individual reactions and thus elicit resistance. Questionnaires were distributed to the superintendent, administrative staff, and about 300 teachers. The study emphasizes the necessity for an organization to anticipate and act on the inevitable changes in its internal and external environment. (Author/LD)

ED 166 830 EA 011 341

Levine, Donald M. Hahn, Peter T.
Accountability and the Tarryford Public School System. A Technical-Behavioral Analysis. Appendix C.
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-NIE-G-74-0053
Note-245p.; For related documents, see EA 011 338-340
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Administrator Attitudes, *Adoption (Ideas), Case Studies, *Educational Accountability, Educational Research, Elementary Secondary Education, *Organizational Change, Program Development, Questionnaires, School Systems, *Teacher Attitudes

This study is a technical-behavioral analysis of an accountability program based on the planning programming budgeting system (PPBS). The purpose of the study was to develop a model that school systems can use in implementing accountability systems. The project explored the idea that when formal management systems are introduced into schools, they ignore individual reactions and thus elicit resistance. Questionnaires were distributed to teachers, administrators, and support staff in a school district. The report suggests that, in addition to understanding the dynamics of school operations, administrators need to study the implementation of accountability systems to help future school planning. (Author/LD)

ED 166 831 EA 011 342

Dow, Ian I. And Others

The Development of a Curriculum Change Indicator.

Ontario Dept. of Education, Toronto.

Pub Date-78

Note-368p.; Not available in paper copy due to marginal legibility of pages 18-96

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($5.00)

Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Curriculum Development, Educational Research, Elementary Education, Foreign Countries, Item Banks, Manuals, Measurement Instruments, *Measurement Techniques, School Surveys, Statistical Analysis, Tables (Data), Teacher Attitudes, Teacher Behavior

Identifiers-Ontario

The project reported on here was established to develop an item pool to reflect the universe of content set down in ``Education in the Primary and Junior Division'' (EPJD), which was adopted by the Ontario Ministry of Education in 1975 to provide a general framework for the justification of curricular decisions; to provide a curriculum change indicator, a diagnostic instrument for determining how closely a given classroom reflects the content set down in EPJD; to produce a manual of instructions to accompany the instrument for use by teachers and administrators; and to prepare a report describing the process, the results, and the findings of the study. This is the report. It contains, along with a discussion of the item selection process and a description of the refinement of the curriculum change indicator, manuals for both the curriculum change indicator and the item pool, the EPJD teacher behavior assessment instrument, and the curriculum change indicator. (Author/IRT)

ED 166 832 EA 011 343

Beck, Clive And Others

The Moral Education Project (Year 5). Final Report 1976-77.

Ontario Dept. of Education, Toronto.

Pub Date-78

Note-169p.; For a related document, see ED 151 285

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($3.00)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Adoption (Ideas), Case Studies (Education), Course Descriptions, *Curriculum Development, Educational Research, Elementary School Teachers, Elementary Secondary Education, *Ethical Instruction, Foreign Countries, Instructional Materials, *Personal Values, Records (Forms), Secondary School Teachers, Teaching Methods

Identifiers-Ontario, *Values Education

In 1976-77, the moral education project of Ontario researched curriculum and pedagogy in the fifth year of its program for the purpose of developing a systematic way of introducing values education into grades 2-13. The study helps teachers encourage students to reflect on their own values in the light of fundamental life goals. It is divided into 10 sections with the following information: a summary of the objectives; characteristics of the school, the classroom, the teacher, and the students; the role of learning materials; previous findings and a guide for future preparation of materials; a guide to using materials; specific teaching and learning activities; teaching skills needed; three different approaches to values education; and a description of the relationship between the reflective approach and six other approaches to values education. The study closes with five case studies. (Author/LD)

White, James And Others
An Investigation into the Effects of Alcohol Use in Ontario Schools.
Ontario Dept. of Education, Toronto.
Pub Date-78
Note-242p.; Not available in paper copy due to small print of much of the original document
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($2.00)
Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110) () - Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alcoholic Beverages, *Behavior Problems, Data Collection, *Drinking, *Drug Abuse, Educational Research, Foreign Countries, School Surveys, *Student Attitudes, *Teacher Attitudes
Identifiers-Ontario

The purpose of this study was to determine the effects of alcohol use on student behaviors in Ontario schools. The study was designed to investigate the prevalence of alcohol use by students in grades 7-13 and the effects of drinking on classroom and school behaviors by interviewing both students and teachers. The teachers were surveyed to determine their awareness and perceptions of drinking problems at their school. The report presents a short review of the pertinent literature, a description of the research methods, and the findings from both the student and teacher questionnaires. The major findings provide an indication of the extent to which alcohol use causes problems in schools throughout the Province, the types of problems drinking creates, the extent and frequency with which students use beer, wine, liquor, and other drugs, the relationship between drinking and the use of other drugs, the effects of drinking on social relationships, and the extent to which grade, grade average, and sex influence alcohol-related student behaviors. (Author)

ED 166 834 EA 011 345

Elam, Stanley M., Ed.
A Decade of Gallup Polls of Attitudes Toward Education 1969-1978.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-382p.; Not available in paper copy due to small print of original document
Available from-Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47401 ($5.50 postpaid)
Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Changing Attitudes, *Community Attitudes, Educational Research, Elementary Secondary Education, *National Surveys, *Parent Attitudes, *Public Opinion, Questionnaires, Sampling, *School Surveys
Identifiers-*Gallup Poll

This book assembles in one indexed reference work all the Gallup polls on trends and issues in American education from 1969-78. These reports have gained a reputation as the most authoritative source in information available concerning the public's reaction to basic questions about the public schools. Each chapter discusses the major problems confronting public schools in a particular year as well as the purpose of the study

and research procedures. An introductory chapter, written by Dr. Gallup, reviews some of the major opinion trends revealed by the polls. For instance, in 9 of 10 surveys, discipline is cited more often than any other problem, followed by busing, financial concerns, and student drug use. Gallup recommends greater citizen participation in the educational process. (Author/LD)

ED 166 835 EA 011 346

State School Finance Reform in the 1970's (Excerpted from School Finance Reform: A Legislators' Handbook).

National Conference of State Legislatures, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 76
Note-33p.; For a related document, see ED 122 403; Not available in paper copy due to small print of original document
Pub Type- Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Finance, Equalization Aid, *Finance Reform, Guides, Legislators, Property Taxes, School District Spending, *School Taxes, *State Aid, State Federal Aid, *State Legislation

This report describes and evaluates the record of reform in several states that have revised their school finance systems since 1971. The introductory chapter provides an overview of reform's recent successes, shortcomings, and prospects. Six subsequent chapters offer a close look at its main features. Chapters 2 and 3 analyze new school aid legislation designed to place additional dollars behind high-cost children or to channel greater state aid into urban and rural areas. Chapters 4 and 5 examine the fiscal management of new reform laws, the former focusing on taxing and spending controls, the latter on revenue needs. Chapters 6 and 7 deal with two issues that state legislators are facing in their efforts to build more equitable school finance systems. Chapter 6 discusses the issues involved in developing a cost of education that will enable more state aid to be directed to areas with extraordinary education costs. And chapter 7 relates the issues involved in meshing of state and federal education aid programs to bring about more fiscal equity for local taxpayers and poor children. In sum, this booklet is intended to help the concerned state legislator and his staff to better understand how states can improve their basic school finance laws. The appendix contains selected statistical data on school finance revisions for Florida, Illinois, Kansas, Michigan, New Mexico, Utah, and Wisconsin. (Author)

ED 166 836 EA 011 347

Metz, A. Stafford
Teacher and School Administrator: Supply and Demand.
National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-79
Note-73p.; Parts may not reproduce clearly due to light type
Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
()
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrative Personnel, Elementary Secondary Education, *Employment Statistics, *Labor Market, *Occupational Surveys, School Statistics, Special Education Teachers, *Teacher Supply and Demand

This report, mandated by the Education Amendments of 1976, presents information on the demand for and availability of qualified teachers and administrative personnel and relates these findings to Office of Education (OE) teacher training programs. Two sample surveys provide data for this report: the Survey of Recent College Graduates (RCGS) conducted in spring 1976 of 1974-75 graduates and the Local Education Agency (LEA) survey of Teacher and Administrator Shortages conducted in fall 1977. The RCGS collected data on teacher supply (number of graduates newly qualified to teach, by field), and on teacher demand (number hired as teachers) from a sample of about 5,000 graduates of 209 colleges and universities. The LEAs collected data on teacher and administrator shortages (number sought but not hired because qualified candidates were unavailable) and on fields for which there is expected to be an emerging or growing demand for teachers or administrators from a sample of about 500 school districts. Appendix A presents additional detailed information on the OE teacher training programs. Appendix B contains descriptions of the surveys and estimates of sampling errors. (Author/MLF)

ED 166 837 EA 011 348

Fullan, Michael And Others
OD in Schools: The State of the Art. Vol. I: Introduction and Executive Summary.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-400-77-0051; 400-77-0052
Note-21p.
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Research, Elementary Secondary Education, Foreign Countries, *Literature Reviews, *Organizational Development, Organizational Effectiveness, Research Problems, Research Reviews (Publications), School Districts
Identifiers-Canada, United States

This document, volume 1, summarizes the main findings and conclusions of a comprehensive assessment of the state of knowledge of Organization Development (OD) in education and the nature and extent of use of OD in school districts in the United States and Canada. The study is divided into five separate volumes. Volume 2 assesses the state of knowledge of OD in the research literature by reviewing over 50 recent sources.

Volume 3 consists of two empirical studies of OD in school systems. The first study involved identifying and gathering questionnaire data on over 300 OD consultants in education in the United States and Canada. Detailed information by questionnaire and telephone was collected from a final sample of 76 districts. Volume 4 contains three onsite case studies selected from the sample of 76. Volume 5 summarizes the main results of the project as a whole and makes recommendations for how and if OD should be used and about the future of OD in schools. (Author/MLF)

ED 166 838 EA 011 349

Report of the Project to Assess Needed Competencies in Community Education 1976-77.

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development.; Mott (C.S.) Foundation, Flint, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Grant-G007604339

Note-173p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrative Personnel, *Administrator Education, *Administrator Qualifications, *Administrator Role, *Community Education, Coordinators, Elementary Secondary Education, Inservice Programs, Models, Occupational Information, Principals, School Superintendents, *Self Evaluation, Skills, Task Analysis, Workshops

Identifiers-Arizona

The Southwest Regional Center for Community Education Development conducted a series of workshops to identify and field test competencies deemed essential for the superintendent, district coordinator, principal, and building-level director of community education. These workshops generated a data bank of validated competency statements and related information and permitted an initial trial of an on-the-job assessment procedure. The Quadrant Assessment Model (QAM) was used by teams of administrators to analyze the interrelationships of their roles, pinpoint weaknesses in role specifications, identify role conflicts, and identify situation-specific competencies. Descriptive statements of competencies needed for community education had been generated, refined, and validated in an earlier study. In this project it was determined whether or not those who perform as superintendents, principals, district coordinators, or building directors in community education districts could employ a competency statement to make judgments about the importance of a given competency to performance in the role, where the competency could best be attained, and the level of proficiency required in the competency. These determinations were used in developing the ideal profiles of needed competencies for the four specified roles. (Author/MLF)

ED 166 839 EA 011 350

Charters, W. W., Jr.

Task Interdependence Among Teachers: Measurement & Findings.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Note-41p.; For related documents, see EA 011 351; and ED 143 135
Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97401 ($2.00)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Concept Formation, Definitions, Educational Coordination, Educational Research, Elementary Education, Interaction, *Interaction Process Analysis, Longitudinal Studies, *Measurement Techniques, Organizational Theories, *School Organization, *Student Teacher Relationship, Task Analysis, *Teacher Behavior, Teacher Role, Team Teaching
Identifiers-Oregon, *Task Interdependence

This report is an early release of a measurement instrument used in a longitudinal project Management Implications of Team Teaching (MITT), and is taken from a larger, technical Project MITT report, ``Governance and Task Interdependence in Schools: First Report of a Longitudinal Study.'' The instrument, ``task interdependence,'' concerns the relationships that arise among classroom teachers by virtue of their location with respect to one another in the workflow. The report presents the theory for the concept and details operational indicators for its measurement. Some initial findings on instructional organization, based on 28 Project MITT schools, are summarized. (MLF)

ED 166 840 EA 011 351

Charters, W. W., Jr.

Sense of Teacher Work Autonomy: Measurement & Findings.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Note-47p.; For related documents, see EA 011 351 and ED 143 135
Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97401 ($2.00)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Concept Formation, Definitions, Educational Research, Elementary Education, Factor Analysis, Longitudinal Studies, *Measurement Techniques, Organizational Climate, Organizational Theories, *School Organization, Teacher Attitudes, *Teacher Morale, *Work Environment
Identifiers-Oregon, *Work Autonomy

This report is an early release of a measurement instrument used in a longitudinal project Management Implications of Team Teaching (MITT), and is taken from a larger, technical Project MITT report, "Governance and Task Interdependence in Schools: First Report of a Longitudinal Study." The report describes the development of a 24-item questionnaire scale assessing the sense of work autonomy among classroom teachers. The conceptualization of the domain and the procedures used in scale development are described. Data regarding scale reliability and score distributions for a population of teachers as well as the results of factor analyses undertaken to examine the dimensionality of the scale are included. (Author/MLF)

Nelson, Jack And Others

Collegial Supervision: A Sub-Study of Organization Development in Multi-Unit Schools.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Pub Date-Jan 74
Note-22p.
Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00 postage and handling for up to five copies; payment must accompany orders of less than $10.00)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Change Strategies, Educational Research, Elementary Education, *Hypothesis Testing, Interpersonal Relationship, Job Satisfaction, *Multiunit Schools, *Organizational Change, Organizational Climate, *Organizational Development, Research Methodology, Supervisory Training, Teacher Evaluation, Teacher Improvement, Teacher Morale, *Teacher Supervision, Work Environment
Identifiers-*Collegial Supervision

This study attempts to evaluate the effects of special training for collegial supervision under the conditions of two types of organization development (OD) training within the multiunit school. The first type of OD intervention involved training for all the staff members of a multiunit school. The second was called group development (GD) and involved providing only the leadership group with the skills of OD. Different schools received different treatments. The primary purpose of this study was to determine the effects of training in collegial supervision in conjunction with consultation in OD and GD on a number of aspects of school life that included teacher satisfaction with working conditions and with colleagues, professional sharing, and communication adequacy. In addition, student attitudes toward specific subjects and classes were also analyzed. The research methodology is explained, including the hypotheses tested, the instruments used, and the method of analysis. The results of the study are summarized. (Author/MLF)

ED 166 842 EA 011 353

Vardin, Patricia A., Ed. Brody, Ilene N., Ed.

Children's Rights; Contemporary Perspectives.

Pub Date-79

Note-182p.

Available from-Teachers College Press, Teachers College, Columbia University, New York, New York 10027 ($6.95)

Pub Type- Books (010) - Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-*Child Advocacy, Children, *Civil Liberties, Education, Family (Sociological Unit), Federal Aid, Handicapped Children, Legal Aid, Mainstreaming, State Aid, Student Participation, *Student Rights

Identifiers-*Childrens Rights

This volume emerged as an outgrowth of a conference on Children's Rights and Child Advocacy held at Teachers College, Columbia University, in June of 1977. The contributors include child advocates from the fields of law, education, psychology, and government. The writers maintain several focal points in their papers. Central to their arguments is an acknowledgment of the child as a human being, as an individual to be respected, and as one who is greatly influenced by his or her environment. A second point of focus is on the struggle for an articulation of what the rights of children should be from a humanistic as well as a legalistic perspective. A third crucial issue is a consideration of the guarantee of children's rights. A fourth theme is crisis prevention and prescriptive child advocacy measures. The concluding chapter is devoted to providing an opportunity for children to express their thoughts and feelings about children's rights. (Author/IRT)

ED 166 843 EA 011 354

Murdick, Olin J.

The Principal and the Advisory Board.

Pub Date- 78
Note-14p.
Pub Type- Guides - Non-Classroom (055) - Reports - General (140)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrator Role, *Board Administrator Relationship, Board of Education Policy, *Board of Education Role, Catholic Schools, Educational Objectives, Elementary Secondary Education, *Principals
Identifiers-Davies Brickell Loop

This report discusses the importance of a policy-guided administration. Policies enable an educational institution to attain credibility and continuity and to achieve its objectives. The principal's role as educational leader and executive officer is to help the board to identify policy needs and to monitor and evaluate programs. Policy-making is basically the board's perogative. Every board of education has four responsibilities: (1) to establish the objectives of the school, (2) to determine policies, (3) to review decisions made by the administrative staff, and (4) to evaluate policy decisions. (Author/LD)

ED 166 844 EA 011 355

Merit Pay for Teachers. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date-79
Note-126p.
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($15.00)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Bibliographies, Differentiated Staffs, Educational Research, Elementary Secondary Education, Employment Practices, Evaluation Methods, *Incentive Systems, Literature Reviews, *Merit Pay, Tables (Data), Teacher Evaluation, Teacher Motivation, *Teacher Salaries

This report is one of three companion reports of the results of a study on merit pay and incentive plans for teachers, and for administrators and support personnel as well. The data in these studies are reported separately by four school system enrollment groups (large, medium, small, and very small) and, in many tables, by eight geographic regions. System-by-system listings identify school systems that reported having a merit pay or incentive plan in operation in 1977-78 and those systems that reported having a merit program in the past, but that had since discontinued it. Two important aspects of the reports are examples of merit pay or incentive plans that were in operation when the study was conducted and an analysis of the reasons for school systems discontinuing merit pay or incentive plans that they had in the past. The first section of the report reviews the literature and examines trends in merit pay programs for teachers and in the use of merit pay and incentives in business and government. The next section discusses the survey design and presents the results in tables and text. In the third section are examples of merit pay or incentive plans currently in use or discontinued after 1970 for 26 school systems. A selected bibliography of 146 items related to merit pay or incentive plans for teachers or other employee groups concludes the report. (Author/MLF)

ED 166 845 EA 011 356

Public Sector Labor Legislation in the Midwest. A Practitioner's Guide.
Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.
Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.
Pub Date-1 May 75
Note-36p.; For related documents, see EA 011 357-365
Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-Administrative Personnel, *Collective Bargaining, Employer Employee Relationship, Fire Fighters, *Government Employees, Grievance Procedures, *Labor Legislation, Negotiation Impasses, Police, Public School Teachers, Strikes
Identifiers-Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

In the face of a high degree of legislative activity concerning public sector labor relations in the Midwest, this guide was prepared to familiarize practitioners with such legislation enacted as of May 1, 1975, in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. This legislation concerns state employees, fire fighters, municipal employees, school employees, and police. To facilitate comparisons among state enactments, each law is divided into 17 areas including such provisions as coverage, administration, employee rights, employer rights, and unit determination. (Author/JM)

ED 166 846 EA 011 357

Public Sector Rules and Regulations in the Midwest. A Practitioner's Guide.

Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.

Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date-15 Aug 75

Note-188p.; For related documents, see EA 011 356-365

Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-*Administrative Agencies, *Collective Bargaining, Fire Fighters, *Government Employees, Labor Problems, Negotiation Impasses, Police, Teachers

Identifiers-Illinois, Indiana, Michigan, Minnesota, Regulations, Wisconsin

The state administrative agency in public sector labor relations acts as an impartial third party, administering legislation concerning public sector labor relations. When a dispute arises about any aspect of the labor-management relationship covered by law, the administrative agency steps in to resolve the dispute in a fair and impartial way. The rules and regulations of each state administrative agency specify what steps will be used to resolve such disputes. This guide is intended to summarize the rules and regulations of administrative agencies in Illinois, Indiana, Michigan, Minnesota, and Wisconsin. The rules and regulations are those in effect as of August 1, 1975, and concern state employees, teachers and other school employees, county employees, municipal employees, police, and fire fighters. Each state's rules and regulations are summarized according to methods of dispute and dispute resolution including representation, unfair labor practices, and negotiation disputes or impasse procedures. Names and addresses of midwestern administrative agencies and forms required by administrative agencies are included. (Author/JM)

ED 166 847 EA 011 [illegible]

Primer in Public Sector Labor Relations. A Practitioner's Guide.

Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.

Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date-Feb 76

Note-16p.; For related documents, see EA 011 356-365

Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Arbitration, *Collective Bargaining, Glossaries, *Government Employees, *Industrial Relations, Labor Legislation, Labor Unions

This guide is intended as a brief primer for the employer or employee new to public sector labor relations. A simple step-by-step approach to labor relations includes techniques for analysis of state enabling legislation, union self-perpetuation, scope of bargaining, preparing for and winning bargaining, settling disputes, solving contract disagreements, and preparing for arbitration. A glossary of frequently used terms is also included. (Author/JM)

ED 166 848 EA 011 359

Terms in Public Sector Labor Relations. A Practitioner's Guide.

Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.

Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date-Jul 76

Note-59p.; For related documents, see EA 011 356-365

Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)

Pub Type- Reference Materials - Vocabularies/Classifications (134)

Document Not Available from EDRS.

Descriptors-Administrative Agencies, Collective Bargaining, *Government Employees, *Industrial Relations, Labor Legislation, Labor Unions

Identifiers-Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

This glossary is designed for practitioners who have no special preparation in public sector labor relations but who must know its vocabulary because of their growing involvement in the field. For those practitioners whose jurisdictions lie within the six midwestern states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin, the names and addresses of administrative agencies operating in these states are included, as well as the title and nature of each state's law addressing its public employees. Names, addresses, and publications of the major employee organizations active in the public sector, with special attention to those in the above six states, are also included. (Author/JM)

ED 166 849 EA 011 360

Questions and Answers in Public Sector Labor Relations. A Practitioner's Guide.

Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.

Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date-Oct 76

Note-23p.; For related documents, see EA 011 356-365

Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Collective Bargaining, *Government Employees, Grievance Procedures, *Industrial Relations, Labor Legislation, Labor Unions

Identifiers-Bargaining Agents, Bargaining Units

The purpose of this guide is to answer common questions about public sector labor relations with special emphasis on how this sector differs from the private sector. A beginning section offers general information defining and explaining public sector labor relations. A segment on labor relations law details legislation and the function of administrative agencies. A section on unit determination explains bargaining units and their makeup, and a section on the bargaining agent discusses the duties of bargaining agents and their selection through election or authorization cards. One segment focuses on collective bargaining and simplifies confusing or difficult points. A final section on contract administration and grievance procedures details how the contract is put into effect, the function of the shop steward, grievances, and arbitration. (Author/JM)

ED 166 850 EA 011 361

Sources of Information in Public Sector Labor Relations. A Practitioner's Guide.

Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.

Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date-Mar 77

Note-44p.; For related documents, see EA 011 356-365

Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-Administrative Agencies, Annotated Bibliographies, Collective Bargaining, Directories, *Government Employees, *Industrial Relations, *Information Sources, Negotiation Impasses, Organizations (Groups), Resources, Strikes

This guide was developed to supply practitioners with sources for public sector labor relations information. It contains information on seven kinds of resources, including general reference sources for bibliographies, directories, glossaries, summaries, and source books; services reporting news and developments in public sector labor relations; federal agencies that publish relevant information; helpful organizations and their publications; midwestern administrative agencies and their publications; helpful public management organizations; and a lengthy selected annotated bibliography. (Author/JM)

ED 166 851 EA 011 362

Questions and Answers on Unfair Labor Practices. A Practitioner's Guide.

Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.

Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date-Aug 77

Note-27p.; For related documents, see EA 011 356-365

Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-*Collective Bargaining, Employer Employee Relationship, *Employment Practices, *Government Employees, Grievance Procedures, *Industrial Relations, Labor Legislation, Labor Problems

Identifiers-Bargaining In Good Faith, Employee Rights, Employer Rights

An unfair labor practice is the violation of any right granted employees, unions, or employers by a collective bargaining law. This guide answers common questions about unfair labor practices in public sector labor relations. The booklet is divided into two sections, unfair employer labor practices and unfair union labor practices. The section concerning employer practices explains interference with employee rights, domination and illegal assistance, discrimination, retaliation, refusal to bargain in good faith, and interference in grievance handling. The section on unfair union practices explains restraint or coercion of employee or employer rights, causing discrimination, and refusal to bargain in good faith. (Author/JM)

ED 166 852 EA 011 363

Questions and Answers on Collective Bargaining. A Practitioner's Guide.
Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.
Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.
Pub Date-Oct 77
Note-30p.; For related documents, see EA 011 356-365
Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Collective Bargaining, Communication Skills, Conflict, *Government Employees, *Industrial Relations, Negotiation Impasses
Identifiers-Bargaining in Good Faith, Scope of Bargaining

This series of questions and answers is intended to educate public sector labor relations practitioners about the process of collective bargaining. It describes fundamental concepts of the bargaining process itself such as scope of bargaining and good faith bargaining. It gives detailed instuctions on how to best prepare for collective bargaining and make proposals. It explains how to initiate collective bargaining, focusing on items to be discussed at the first, the second, and the following negotiating sessions. Finally, the questions and answers center on how to be effective at the bargaining table. (Author)

ED 166 853 EA 011 364

Questions and Answers on Factfinding. A Practitioner's Guide.

Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.

Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date-Mar 78

Note-22p., For related documents, see EA 011 356-365

Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Arbitration, Collective Bargaining, Conflict Resolution, Contracts, *Government Employees, Hearings, *Industrial Relations, *Negotiation Impasses

Identifiers-Fact Finding

This series of questions and answers on factfinding in public sector labor relations focuses on the practical aspect of impasse resolution. Rather than choosing a theoretical or historical approach, the practical approach was chosen because factfinding is not a formal process that must rigidly conform to textbook rules. Instead, factfinding can be adapted to a particular situation and to the desires of the disputing parties and the individual factfinder. The goal of factfinding is to reach a mutually acceptable settlement on a new contract. The best settlement is reached, not through any neutral party's recommendations, but rather through good faith collective bargaining. Issues that must be understood when resolving impasses include choosing a factfinder, scope of issues, mutually clarifying issues, documenting issues, presenting the case, the hearing, and the factfinder's report. (Author/JM)

ED 166 854 EA 011 365

Questions and Answers on Contract Administration. A Practitioner's Guide.

Indiana Univ., Bloomington. Midwest Center for Public Sector Labor Relations.

Spons Agency-Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date-78

Note-26p.; For related documents, see EA 011 356-364

Available from-Midwest Center for Public Sector Labor Relations, Indiana University, 400 East Seventh Street, Bloomington, Indiana 47405 ($5.00)

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Arbitration, Collective Bargaining, *Contracts, *Government Employees, *Grievance Procedures, *Industrial Relations, Management, Negotiation Agreements

Identifiers-Union Stewards

This series of questions and answers on contract administration in public sector labor relations focuses on the practical aspects of both contract administration and grievance handling. Its purpose is to provide information and examples to help practitioners better understand the roles of labor and management while operating under a collective bargaining agreement. The manual includes a practical explanation of contract administration and the key elements of the grievance handling process; descriptions of the roles of upper level management, the personnel office, front-line supervisors, and union stewards; and a discussion of the general rules for contract administration that have developed over the years. (Author/JM)

ED 166 855 EA 011 366

Whiddon, Sue
Performance Incentives in Personnel Administration.
Pub Date-1 Sep 78
Note-12p.; Not available in paper copy due to light print of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavior Theories, Elementary Secondary Education, *Incentive Systems, Job Satisfaction, *Literature Reviews, *Motivation Techniques, *Organizational Theories, Teacher Administrator Relationship, *Teacher Motivation

This article discusses several theories of management for motivating employees and applies these theories to educational administration. Since all of the cited theories are concerned with motivating people through their personal needs, ideas may be applicable to education as well as industry. (Author/MLF)

ED 166 856 EA 011 367

Seiferth, Berniece
Keys to Healthy Supervision.
Pub Date-Jan 79
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Supervisor Qualifications, Supervisors, *Teacher Administrator Relationship, *Teacher Evaluation

An effective supervisor is one who is skilled in human relationships and who is sensitive to the needs of teachers, students, and the public. Fair and accurate methods of evaluating teachers under them are essential. Supervisors should be committed to the theory that teachers can improve if they want to, and they should empathize with a teacher's feeling of nervousness while being evaluated. Before an evaluation, the supervisor and teacher should sit down together and discuss the process. Following the supervised period of teaching, they should meet again to discuss the observations. Finally, a successful supervisor should be able to deal frankly with a recalcitrant or lazy teacher. (Author/LD)

ED 166 857 EA 011 369

Moody, Lamar Amos, Neil G.

Perceptions of School Superintendents Toward the Role of Principals as Members of the Management Team.

Mississippi State Univ., State College. Bureau of Educational Research.

Pub Date-78

Note-13p.; Not available in paper copy due to light print of original document

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrator Role, Educational Research, Elementary Secondary Education, *Management, *Principals, School Organization, *School Superintendents, Statistical Analysis, *Team Administration

Identifiers-Mississippi

The aim of this study was to determine the perceptions of school superintendents in Mississippi toward the role of principals as members of the management team. The Team Management Opinionaire (TMO), a 12-item instrument designed by the researchers for the project, was sent to the 152 school superintendents in the state. Usable returns were received from 70 percent of the superintendents. The mean scores on each item and the total score of the TMO were compared by type of school district and related to district enrollment, degree level of the superintendent, age of the superintendent, and number of professional administrative and supervisory personnel in the district central office. Analysis of variance and multiple regression analysis were used in the statistical analyses. The school superintendents as a group are in agreement with the role of the principal in team management. The respondents indicated moderate to strong agreement on nine of the twelve items on the instrument. Slight agreement was indicated on the items that stated that principals should be represented on the districtwide collective bargaining management teams, and that principals should review and provide input concerning development of the school district budget. The group manifested slight disagreement with the proposition that principals should be represented on screening teams for screening applicants for districtwide administrative positions. (Author/MLF)

ED 166 858 EA 011 371

Reed, Rodney J.

A Cornerstone of National Development: Senior High School Leadership in Liberia, West Africa.

California Univ., Berkeley. Program in International Education Finance.

Pub Date-Apr 78

Note-189p.; Appendix E may be illegible

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) ()

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Administrator Background, Administrator Education, Administrator Role, *Administrator Selection, Adoption (Ideas), Educational Research, Foreign Countries, *Inservice Education, *Principals, *Private Schools, *Program Improvement, *Public Schools, Questionnaires, Senior High Schools, Statistical Data

Identifiers-Liberia

This study focuses on reasons for the perceived superiority of mission senior high schools in contrast to private and government senior high schools in Liberia, West Africa. Since an effective principal may be equated with an effective school, the study examines background preparation, experience, and professional characteristics of Liberian principals. Findings recommend serious attention to the pre- and inservice training of principals if the most effective leadership is to be provided for Liberia's schools. The study suggests that when adequate preparation programs are offered for principals and when careful selection procedures for new principals are used, the probability for excellence in all schools will be increased. (Author/LD)

Minimum Requirements for Schools in New York State. 1978 Edition.
New York State Education Dept., Albany.
Pub Date-78
Note-38p.; For a related document, see ED 123 702
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Educational Legislation, *Elementary Secondary Education, Instructional Programs, Noninstructional Responsibility, Operating Expenses, Public Schools, Resource Allocations, *School Law, *State Legislation, *State Standards
Identifiers-*New York

This booklet summarizes minimum standards and requirements of public elementary and secondary schools in the state of New York as of November 1978. The requirements presented are digests of state law, rules of the board of regents, and regulations of the state commissioner of education. Requirements are organized topically within major sections dealing with instructional programs and noninstructional programs respectively. Requirements relevant to instructional programs include those dealing with attendance, length of school day, teacher load in high school, subjects of instruction, examinations, diplomas, handicapped children, libraries, continuing education, licensed private schools and registered business schools, disaster planning and civil preparedness in schools, fire drills, suspension of a minor, language of instruction, and released time for religious education. Noninstructional program requirements are presented for educational facilities, transportation, school district organization, health services, registration of secondary schools, and required compensatory programs. (Author/LD)

ED 166 860

EA 011 382

Little, Gary M.

The Seattle Plan: Evaluation, Probation and Nonrenewal of Certificated Teachers. Revised.

Pub Date-Nov 78

Note-37p.

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrative Personnel, Check Lists, Contracts, Due Process, Records (Forms), *State Legislation, *Teacher Dismissal, *Teacher Evaluation, Teachers, Tenure

Identifiers-Board of Regents v Roth, Perry v Sindermann, Seattle Public Schools WA

This booklet explains the statutory procedures for not renewing a teacher's contract or discharging a teacher in the state of Washington. It offers a fill-in timetable and step-by-step checklist that are used in the Seattle school district to help administrators meet statutory timelines. Appendix A contains procedures for evaluation of classroom teachers as found in the Seattle school district/Seattle Teachers Association 1978-79 collective bargaining contract. Appendix B contains a checklist from the same source that is the minimum evaluative criteria established by the state superintendent of public instruction. Appendix C offers a copy of the district's annual performance evaluation form and instructions for its completion. The booklet suggests that timeliness is crucial if a district's decision to nonrenew is to be upheld and if a teacher is to receive adequate opportunity to improve. (Author/LD)

ED 166 861 EA 011 383

Transferring Success. ESEA IV Part C. Education Innovation and Support. Volume I: Developer Manual.

New York State Education Dept., Albany.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-79

Note-56p.; For a related document, see EA 011 314; Pages A-1 to A-4 may be illegible

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Elementary Secondary Education, Federal Aid, Grants, *Program Proposals, Records (Forms), State Programs

Identifiers-Elementary Secondary Education Act 1965 Title IV, New York

This planning guide provides eligible education agencies in New York State with the necessary information and instructions for developer grant competition in Title IV of the Elementary and Secondary Education Act. Development is the first stage of the transferring success'' process of a school district that has educational needs specified for the year in which the grant is first sought. The manual is organized chronologically into two parts: Part A planning and grant application and Part B operation and administration of the developer grant. A fill-in chart is provided for districts wanting to keep track of the procedures and events. (Author/LD)

ED 166 862 EA 011 384

The Regents Proposal for Improving State Aid to Public Education in New York State.

New York State Education Dept., Albany.

Pub Date-Dec 78

Note-20p.; Not available in paper copy due to small print of original document

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Expenditure Per Student, *Finance Reform, *State Aid

Identifiers-*New York

This report contains the New York State regents' proposal for improving state aid to elementary and secondary schools for 1979. The regents' program is designed to meet inflationary pressures on school districts, offer greater equalization, provide a modest amount of property tax relief, eliminate inequities in several aid areas, and reduce paper work requirements. The program would provide improvements in the current formulas without prejudicing the work of the task force on equalizing educational opportunity. The task force was formed by the regents and the governor to study alternatives in the event the state supreme court upholds a decision calling for major revision of the state system for financing public education. (Author/LD)

ED 166 863 EC 104 197

Morra, Frank, Jr.

Design Exploration for Talented Elementary Students. Evaluation 1975-76. Alexandria Public Schools Program for the Gifted and Talented.

Pub Date-Aug 76
Note-73p.; For related information, see EC 104 198; Graphs contain occasional small print; Research prepared by Frank Morra and Associates, Washington, D.C.
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, *Academically Gifted, Creative Development, Exceptional Child Research, Gifted, Intermediate Grades, *Parent Attitudes, *Program Evaluation, Self Concept, *Student Evaluation, *Talented Students, *Teacher Attitudes

Presented is the 1975-76 evaluation report of the Alexandria Program for the Gifted and Talented, a multi-dimensional approach to the differentiated education of children in grades 4 through 6 with exceptional abilities in both the cognitive and artistic areas. It is explained that the evaluation study consisted of four activities: replication of the student testing program, replication of the parent survey, development and execution of a survey of regular classroom teachers, and design and execution of a comparison study. Methodology and results for each of the four activities are considered separately. Listed among conclusions are that the program is performing well beyond the stated standards in academic achievement and creativity; that the students were found to have generally healthy, normal self concepts which changed very little over the academic year, in accordance with the program design; and that the comparison study gave specific support to the program's selection criteria in the area of academic achievement. Appended materials include a description of instruments used in the study, an explanation of statistical terms, a summary of parent comments, and specimen copies of parent and teacher survey forms. (SBH)

ED 166 864 EC 104 198

Morra, Frank, Jr.

Design Exploration for Talented Elementary Students. Evaluation 1976-77. Alexandria Public Schools Program for the Gifted and Talented.

Pub Date-77

Note-90p.; For related information, see EC 104 197; Graphs contain occasional small print; Research prepared by Frank Morra and Associates, Washington, D.C.

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Academic Achievement, *Academically Gifted, Creative Development, Exceptional Child Research, Gifted, Intermediate Grades, *Parent Attitudes, *Program Evaluation, Self Concept, Student Attitudes, *Student Evaluation, *Talented Students, *Teacher Attitudes

Presented is the 1976-77 evaluation report of the Alexandria Program for the Gifted and Talented, a multi-dimensional approach to the differentiated education of children in grades 4 through 6 with exceptional abilities in both the cognitive and artistic areas. In Section I, an overview of the program is provided and it is explained that special attention was given to academic achievement, development of creativity, social relations, self concept, and positive attitudes toward school and learning. Considered separately in the following five sections are the methodology and results of the analyses of student test data, data from the survey of parents, teacher survey data, 3-year trends in student test data, and the expanded comparison study. Among conclusions from each section are the following: basic problems were in the areas of creativity, attitude toward school, and in some aspects of social relations; parents believed that the program was beneficial to their child's progress in school; overall, the teachers gave only average'' ratings to the programs; the longitudinal analysis supported the merits of the program; and in comparison with a random sample of students from the general school population and those who had been part of the gross screening pprocess, the program was found to have beneficial effects consistent with its goals. Appended materials include a description of the instruments used in the study, an explanation of statistical terms, a summary of parent comments, and specimen copies of parent and teacher survey forms. (SBH)

ED 166 865 EC 112 465

Rogers, John R., Ed.
Art Education/Art Therapy.
Pub Date-78
Note-36p.; A Special Issue of the NYSATA Bulletin ; May be marginally legible due to small print
Available from-NYSATA Bulletin, 3789 E. River Road, Grand Island, New York 14072
Journal Cit-NYSATA Bulletin; V28 n3 p4-36 May 1978
Pub Type- Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Art Activities, *Art Education, *Art Therapy, Disadvantaged Youth, Emotionally Disturbed, *Handicapped Children, Mentally Handicapped, Multiply Handicapped

The special issue presents 13 articles dealing with art education and art therapy for special groups. Included are the following titles and authors: Art Education for Special Groups: The Emotionally Disturbed'' (E. Ulman); You Are The Early Warning System'' (C. Stember); School Art Therapist Rationale for DPI Certification'' (V. Minar); Art Therapy and Art Education with the Underserved: A Pilot Study'' (M. Hodnett); What Is Art Therapy Anyway?'' (R. Gillman); Art Education and Art Therapy: Partners in the Classroom'' (S. Gonick-Barris); Expanding Art Experiences in Schools to Include All Children'' (G. Jungels); The Integration of Art Therapy with Art Education'' (E. Scherer); Art With The Mentally Retarded Child: Therapy and Education'' (K. Martinez); Art Therapy: Fantasy, Fiction and Fact'' (F. Anderson); Group Art Therapy in a Making-Centered Environment for the Multi-Handicapped Child'' (G. Jungels); Art Therapy: Its Relationship to Art Education'' (C. Drachnik); and Headstart Photographers'' (N. Starrels). (CL)

ED 166 866 EC 112 505

Lynch, William W.

Guidelines for Applied Uses of Observation Instruments in Teacher Education. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jan 76

Grant-OEG-9-242178-4149-032

Note-45p.

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($1.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Classroom Observation Techniques, Cost Effectiveness, *Guidelines, *Handicapped Children, Higher Education, *Informal Assessment, Information Dissemination, Inservice Teacher Education, Reliability, Test Reliability, Test Validity, Validity

Guidelines for the use of observation instruments in pre-and in-service teachers of the handicapped are provided. It is explained that guidelines have been developed according to the following five principles: (1) the observation instrument must be relevant (including empirical, normative, and interpretative relevance); (2) methods of gathering observation data should be feasible and cost-effective (including collection, storage, and retrieval of the information); (3) observation data should be reliable (including both accuracy and dependability); (4) observation data should be valid according to three criteria - context, process, and outcome; and (5) observation data should be planned so as to provide maximum impact (which is the ultimate test of classroom observation methods). A checklist with questions to assess the instrument according to the five principles is included. (Author/PHR)

ED 166 867 EC 112 966

Durkin, Roderick
Evaluating Residential Treatment. A Study and a Model. ; Final Report.
Office of Child Development (DHEW), Washington, D.C.
Pub Date- 77
Grant-OCD-CB-319
Note-471p.; Some print is poor and may not reproduce well in hard copy
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors-Adolescents, *Behavior Theories, Change Agents, Disadvantaged Youth, *Economically Disadvantaged, *Emotionally Disturbed, Models, Personality Change, Program Descriptions, *Program Evaluation, *Resident Camp Programs, *Social Influences
Identifiers-*Sage Hill Camp Program

The final report evaluates residential treatment programs and in particular the Sage Hill Program for economically disadvantaged and disturbed teen-age boys. Evaluative studies are reviewed with regard to their substantive findings and methodological issues. It is explained that change sensitive measures, such as The Daily Behavior Rating Scale and The Teenagers Opinion Survey, were developed to evaluate the program. It is reported that the impact of a change in milieu from a ghetto to summer camp was examined in relation to the author's theory of social influence (which was central to the camp's rationale) using a variety of hypotheses to test the relevance of the theory. Appendixes (which comprise a major part of the document) with the following titles are among those included: A Model for a Summer Camp and Follow-up Program for Poverty and/or Disturbed Teenagers'', Evaluating Residential Treatment Programs for Disturbed Children'', and Personality and Milieu - A Theory of Social Influence''. (Author/PHR)

ED 166 868 EC 112 967

Bowling Green-Warren County Consumer-Career Education Handbook for Exceptional Education. Grades 1-12.

Bowling Green Independent School District, Ky.
Pub Date- 78
Note-327p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Aurally Handicapped, *Career Awareness, *Career Education, *Consumer Education, *Curriculum Guides, Educable Mentally Handicapped, Elementary Secondary Education, Emotionally Disturbed, *Handicapped Children, Homebound Children, Learning Disabilities, Physically Handicapped, Trainable Mentally Handicapped

The document contains consumer and career education curriculum guides for elementary and secondary teachers of handicapped children. Various units are grouped into the following disability categories: primary, intermediate, and secondary educable mentally handicapped; trainable mentally handicapped; emotionally disturbed; physically handicapped; learning disabled; speech and hearing impaired; and homebound. Restaurant management, transportation, awareness of a career situation, used car salesmen, duties of a mechanic, and public health services occupations are among the units included in the guide. Objectives, resources, content, performance, and evaluation are usually outlined for each unit. (PHR)

Public Service Administration Internship Program in Career Education. Final Report.
Montgomery County Public Schools, Rockville, Md.
Report No.-554AH60772
Pub Date-78
Grant-300-76-0286
Note-126p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Data Collection, Educational Objectives, *Gifted, *Internship Programs, Models, *Program Evaluation, *Public Service Occupations, Secondary Education, Senior High Schools, Task Analysis, Work Study Programs
Identifiers-Talented

The final report reviews a public service administration internship program for 33 gifted and talented Montgomery County (Maryland) high school juniors and seniors. Learner and process objectives, minor changes, and the dissemination plan are presented for the program which utilizes the internship model developed by Executive High School Internships of America. A third-party evaluation of the program is provided with information on data collection, analysis procedures, findings, and interpretations. Cited among the findings are overall student satisfaction with the program (which required that they were not in school during the semester in which they were interns); overall sponsor satisfaction with the program, especially in the area of demonstrating good work habits, and general lack of communication on the part of both sponsors and interns in the area of sponsor-intern meetings. Among the 26 attachments included are a seminar and project check list, a work habits profile, an end-of-term inventory, a weekly time sheet, and a log analysis profile. (PHR)

ED 166 870 EC 113 361

Emerson, Debby H. And Others

Project S.P.I.C.E.: Special Partnership in Career Education. Final Report.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-G0077C0050

Note-71p.; For the implementation guide and teaching modules see EC 113 362-368 ; Parts may be marginally legible due to small type and photos

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Career Awareness, *Career Education, Community Involvement, Consultants, *Curriculum Development, Decision Making, Economic Education, *Educable Mentally Handicapped, Job Skills, Parent Participation, Peer Teaching, *Program Evaluation, Responsibility, Self Concept, Teaching Methods

Identifiers-*Project SPICE, *Special Partnership in Career Education

The final report discusses Project SPICE (Special Partnership in Career Education) which produced a career awareness curriculum consisting of an implementation guide, and six teaching modules intended for use with educable mentally handicapped students (ages 11-to-13 years). Noted are the following program objectives (based on the National Standard Career Education Model): self awareness, career/education awareness, decision-making/beginning competency, economic awareness, employability skills, and rights and responsibilities. Suggestions are given for establishing peer tutoring, soliciting community career consultants, involving parents, incorporating career education into on-going activities and classes and gaining school/community support. An evaluation of the project is described in which two groups (one test, the other control) both containing both EMH (32 Ss) and non-handicapped (56 Ss) students were given pre and post tests to measure the objectives. Among findings reported is that the test group had a better understanding of occupational choice, valuing, personal finance, knowledge of occupational titles, and knowledge about a career. Changes and problems in the project and dissemination are outlined. Copies of Project SPICE newsletters and a newspaper article are appended. (PHR)

Emerson, Debby H. And Others
Project S.P.I.C.E.: Special Partnership in Career Education. Guide to Program Implementation.
Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-G0077C0050
Note-44p.; For the final report and teaching modules, see EC 113 361-368
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Awareness, *Career Education, *Curriculum Development, *Educable Mentally Handicapped, Program Descriptions, Program Guides, Secondary Education, *Teaching Methods
Identifiers-*Project SPICE, *Special Partnership in Career Education

The implementation guide to Project SPICE (Special Partnership in Career Education) - a curriculum designed to develop and demonstrate effective methods and techniques for providing career education experiences for educable mentally handicapped (EMH) students (ages 11-to-13 years) is provided. A description of the program focuses on program objectives (such as career awareness and employability skills) and methods (such as peer tutoring and career consultants). Implementation suggestions are given for the following program aspects: beginning, obtaining administrative permission, incorporating career education, establishing peer tutoring, securing community consultants, arranging on-site visits, checking policy on transporting students, securing parental permission, and involving all the students. Among appendixes are copies of the parental permission form and the community career consultant letter and survey. (PHR)

ED 166 872 EC 113 363

Emerson, Debby H. And Others

Project S.P.I.C.E.: Special Partnership in Career Education. Self-Awareness Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-G0077C0050

Note-34p.; For the final report, the implementation guide, and other modules, see EC 113 361-368

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Activity Units, *Career Awareness, *Career Education, *Educable Mentally Handicapped, Resource Materials, Secondary Education, *Self Concept, Teaching Methods

Identifiers-*Project SPICE, *Special Partnership in Career Education

The self awareness teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the units, the activities in each unit, and the resources or materials needed for the unit. The units included in the module are Me and My Family'', Me and My Ability'', Me and My Interests'', Me and My Values'', and Me and My Looks''. Student resource materials for the module are appended. (PHR)

ED 166 873 EC 113 364

Emerson, Debby H. And Others

Project S.P.I.C.E.: Special Partnership in Career Education. Career/Educational Awareness Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-G0077C0050

Note-132p.; For the final report, the implementation guide, and other modules, see EC 113 361-368

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Activity Units, *Career Awareness, *Career Education, Curriculum, *Educable Mentally Handicapped, *Learning Modules, *Resource Materials, Secondary Education, Teaching Guides, Teaching Methods

Identifiers-*Project SPICE, *Special Partnership in Career Education

The career/educational awareness teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the activities and resources or materials needed. The objectives of the module are to enable the student to name 10 worker titles, name the school subject most needed by each, name the level of education required for each from a list of 10 worker titles, name three jobs which need the most education/training from a list of 10 worker titles, and name three jobs which need the least education/training from the same list. Appended are student resource materials. Also included is the Project SPICE Activity Book, which was designed to reinforce students' learning. (PHR)

ED 166 874 EC 113 365

Emerson, Debby H. And Others
Project S.P.I.C.E.: Special Partnership in Career Education. Decision Making Teaching Module.
Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-G0077C0050
Note-57p.; For the final report, the implementation guide, and other modules, see EC 113 361-368
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Activity Units, *Career Awareness, *Career Education, *Decision Making Skills, *Educable Mentally Handicapped, Resource Materials, Secondary Education, Teaching Methods
Identifiers-*Project SPICE, *Special Partnership in Career Education

The decision making teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the units, the activities in each unit, and the resources or materials needed for the unit. The units included in the module are Thinking About Yourself'', Occupation Information'', and Selecting an Occupation''. An eight-question assessment test is included for use prior to the unit activities. Appended are student resource materials with the following titles - Putting Yourself in the Work Picture'', Thinking About Yourself'', and Getting Information About Occupations''. (PHR)

ED 166 875 EC 113 366

Emerson, Debby H. And Others

Project S.P.I.C.E.: Special Partnership in Career Education. Economic Awareness Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-G0077C0050
Note-98p.; For the final report, the implementation guide, and other modules see EC 113 361-368
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Activity Units, *Career Awareness, *Career Education, *Economic Education, *Educable Mentally Handicapped, Learning Modules, Resource Materials, Secondary Education, Teaching Methods
Identifiers-*Project SPICE, *Special Partnership in Career Education

The economic awareness teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the units, the activities in each unit, and the resources or materials needed for the unit. The units included in the module are Paychecks and Taxes'', Spending Your Money'', Banking'', and Supply and Demand''. An assessment test on Personal Finances'' is provided for use prior to the activities as well as the address for obtaining a second assessment instrument. Appended are student resource materials with the following titles - Paychecks and Taxes'', Spending Your Money'', and Banking''. (PHR)

ED 166 876 EC 113 367

Emerson, Debby H. And Others

Project S.P.I.C.E.: Special Partnership in Career Education. Employability Skills Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-G0077C0050
Note-89p.; For the final report, the implementation guide, and other modules, see EC 113 361-368
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Activity Units, *Career Awareness, *Career Education, *Educable Mentally Handicapped, *Job Skills, Learning Modules, Resource Materials, Secondary Education, Teaching Methods
Identifiers-*Project SPICE, *Special Partnership in Career Education

The employability skills teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the units, the activities in each unit, and the resources or materials needed for the unit. The units included in the module are Making Time Count'', Know Your Job'', Work Habits'', and Doing the Job Right''. A fourteen question assessment test on Work Habits'' is included for use prior to the activities. Appended are student resource materials with the following titles - Do Your Work Habits Measure Up?'', Making Your Time Count'', Getting to Know the Job'', Practicing Good Habits at Work'', Phone Messages and Manners'', Safety First'', Doing the Job Right'', and Looking Good''. (PHR)

ED 166 877 EC 113 368

Emerson, Debby H. And Others

Project S.P.I.C.E.: Special Partnership in Career Education. Rights and Responsibility Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-G0077C0050

Note-17p.; For the final report, the implementation guide, and other modules, see EC 113 361-367

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Activity Units, *Career Awareness, *Career Education, *Educable Mentally Handicapped, Learning Modules, *Responsibility, Secondary Education, Teaching Methods

Identifiers-*Project SPICE, *Special Partnership in Career Education

The rights and responsibility teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the activities, and the resources or materials needed. The objectives of the module are to enable the student to name five personal rights and five personal responsibilities. (PHR)

ED 166 878 EC 113 425

Green, Robert A.

Development and Implementation of Procedures to Maximize Instructional Time in an Itinerant Special Education Setting.

Nova Univ., Fort Lauderdale, Fla.

Pub Date-Sep 78

Note-494p.; Ed.D. Practicum, Nova Univ.; Several pages have been removed because of their confidential nature; Appendix may be marginally legible due to colored paper and print quality

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Dissertations/Thesis (040)

EDRS Price MF-$1.00 HC-$26.11 Plus Postage.

Descriptors-Achievement, *Aurally Handicapped, Communication Skills, Doctoral Theses, Federal Legislation, *Individualized Programs, Intermediate Administrative Units, *Itinerant Teachers, Parent School Relationship, Program Descriptions, Program Development, *Speech Handicapped, *Therapy, *Visually Handicapped

Identifiers-*Education for All Handicapped Children Act

The doctoral thesis, three-fourths of which consists of appendixes, describes the development and implementation of procedures to maximize the individualized instruction time of speech, hearing, and visually handicapped students in a public school itinerant special education setting in Pennsylvania. A brief review of the Education for All Handicapped Children Act (P.L. 94-142) regulations and state standards is presented. Thirty-three special education itinerant therapists and teachers, a caseload of nearly 1,700 students, personnel from 13 school districts and the intermediate unit, and parents participated in the project. Formative and summative evaluations were performed, and an ongoing monitoring system was established and operated throughout the school term. Outcomes of the project included compliance with the federal mandate, a significant increase in pupil achievement, a general acceptance of the program, a growth in cooperation, and an increase in communication and involvement between the itinerant special education personnel and parents, teachers, and other district personnel. Maximum use of available instruction time was realized. Appendixes include the federal law, the regulations, forms utilized, and detailed formative and summative evaluation information. (Author/DLS)

ED 166 879 EC 113 426

Keene, Richard G.
Evaluation of the Utah State School for the Deaf.
Pub Date-76
Note-37p.
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Deaf, Needs Assessment, Parent School Relationship, *Program Evaluation, *Special Schools, Speech Communication, Student Placement, Total Communication
Identifiers-*Utah State School for the Deaf

The report presents an evaluation of the Utah State School for the Deaf. It is argued that the two programs provided by the school (Total Communication and Oral Communication) are not equally available to each student and that placement of students is not based on professional diagnosis of student needs. Evidence is presented that indicates that the Early Childhood Project'' tends to inhibit the use of the Total Communication program. The parent orientation and student placement practices are described, showing that the parent orientation materials are inadequate and that student placements are not based on professional diagnosis of their needs. The additional handicaps and achievement of students in the two programs are compared, showing that the handicaps of students in the Total Communication program are generally more severe. Recommendations are made and some technical details of the research methods are reported. (Author/DLS)

ED 166 880 EC 113 427

Sailor, Wayne

Psychological Assessment of Severely/Profoundly Handicapped Children in the Public Schools.

Pub Date-Aug 78

Note-13p.; Paper presented at the American Psychological Association Convention: Dialogue Paper-Fail (Toronto, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Conceptual Schemes, Models, *Psychological Evaluation, *Psychological Tests, *School Psychologists, *Severely Handicapped, Standardized Tests

Intended for school psychologists, the paper discusses current approaches to instrumentation in the standardized psychological schools. A framework is presented for the classification of assessment instruments, and examples of some currently employed instruments are provided along with a comparative analysis. Problems identified with existing approaches to standardized instrumentation are reviewed and some new developments in the field presented. (Author/DLS)

ED 166 881 EC 113 428

Rittenhouse, Robert K. Myers, James J.

The Acquisition, Construction and Use of American Sign Language: A Seminar for Teachers and Paraprofessionals Working with Non-Signing Severely-Handicapped Children.

Hope School for Blind, Multiply-Handicapped Children, Springfield, Ill.; Illinois State Univ., Normal.

Pub Date-Sep 78

Note-18p.; Seminar sponsored by the West Central Illinois Regional Program for Handicapped Children

Pub Type- Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, *Language Development, Manual Communication, Seminars, *Severely Handicapped, *Sign Language

The document reports on a seminar sponsored by the West Central Region for Low-Incident Handicapped Children, on the acquisition, construction, and use of American Sign Language with severely handicapped children. Topics addressed include the cognitive preconditions to language, sign formational rules, the structure of sign, and American Sign Language and its derivatives. (DLS)

ED 166 882 EC 113 483

Evaluation of Child Abuse and Neglect Demonstration Projects 1974-1977, Volumes 1 and 2: Child Abuse and Neglect Treatment Programs. Final Report and Summary of Findings.

Berkeley Planning Associates, Calif.
Spons Agency-National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Report No.-DHEW-PHS-79-3217-1
Pub Date-Aug 78
Contract-HRA-106-74-120; HRA-230-76-0075
Note-202p.; NCHSR Research Report Series; (Includes Executive Summary of Volume 1) ; Some tables are marginally legible due to small print

Available from-NCHSR Office of Scientific and Technical Information, 3700 East-West Highway, Room 7-44, Hyattsville, Maryland 20782
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Child Abuse, Cost Effectiveness, Demonstration Projects, Efficiency, *Neglected Children, Personnel, Program Costs, *Program Descriptions, Program Effectiveness, *Program Evaluation, Resource Allocations

The report summarizes the findings from a 3-year evaluation of 11 child abuse and neglect demonstration service projects. The 11 projects are described in terms of their goals, service activities, organization and management styles, staffing patterns, resource allocations and service costs, types of clients served, methods of case management used, and community activities. Also discussed are the essential elements of a quality case management process, the factors associated with worker burnout, the factors associated with program efficiency, the relative effectiveness of alternative service strategies for abusive and neglectful parents, the cost-effectiveness of different services, and the effects of treatment for abused and neglected children. Recommendations regarding the elements of successful child abuse and neglect programs are also presented. An executive summary is included. (Author/DLS)

ED 166 883 EC 113 484

Federal Direction Needed for Educating Handicapped Children in State Schools: Report to the Congress.
Comptroller General of the U.S., Washington, D.C.
Pub Date-16 Mar 78
Note-74p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Educational Finance, Federal Aid, Federal Legislation, *Federal Programs, Federal State Relationship, *Government Role, *Handicapped Children, *State Federal Aid, *State Schools
Identifiers-Education of, Elementary Secondary Education Act Title I, *Public Law 89 313

The HEW report to Congress discusses the Public Law 89-313 program to provide federal assistance for the education of handicapped children in state-operated and supported schools, focusing on the issue of federal versus state responsibility. The need to clarify the program's direction is examined, and it is recommended that Congress specify whether funding is supplementary to a basic, state-financed educational activity or whether it should help finance the basic educational program itself. The need for clarification regarding the targeting of funds is also examined and stressed. Observations on the program's administration are presented, including its legislative placement, guidance and oversight functions, and the dissemination of program results. It is recommended that Congress transfer the 89-313 program from Title I of the Elementary and Secondary Education Act of 1965 to the Education of the Handicapped Act. Included in the five appendixes are tables of the targeting of funds to children, both by state agencies and by schools. (DLS)

ED 166 884 EC 113 485

Yahraes, Herbert

Why Young People Become Antisocial. Science Reports.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.-DHEW-ADM-78-642

Pub Date-78

Contract-278-77-0033(ST)

Note-13p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00795-1)

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Biological Influences, *Delinquency, *Delinquency Causes, *Delinquency Prevention, Discipline, Emotionally Disturbed, Etiology, Family Influence, Parent Influence, Predictor Variables, *Socially Deviant Behavior

Based upon a review of the literature, the report examines some of the causes of antisocial behavior among youths. Aspects covered include the adult prognosis for antisocial children, childhood predictors of adult delinquency, the etiology of antisocial behavior in both children and adults, the effects of parental discipline and of separation from the family, delinquency prevention, and evidence of biological factors. (DLS)

ED 166 885 EC 113 486

Robinson, Luther D., Ed.

Mental Health in Deafness. Experimental Issue 2. Fall 1978.

Saint Elizabeths Hospital, Washington, D.C.
Report No.-DHEW-ADM-79-524
Pub Date-78
Note-55p.
Pub Type- Collected Works - General (020)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Aurally Handicapped, *Deaf, *Emotionally Disturbed, Health Needs, Incidence, Intervention, *Mental Health, Planning Commissions, Program Descriptions, Psychotherapy, Schizophrenia, Statewide Planning
Identifiers-*Massachusetts, *Presidents Commission on Mental Health

The publication contains four articles on the subject of mental health as it relates to deaf persons. Deaf Americans and the President's Commission on Mental Health'' discusses the Commission Report as a whole (by L. Robinson), the Report of the Task Subpanel on Special Populations (by B. Sachs), and the section on mental health needs of deaf Americans. Mental Health and the Deaf A First Step Toward Epidemiology'' (K. Altshuler et al) presents epidemiological data about major mental illness in persons with early profound deafness, focusing primarily on schizophrenia. A milieu intervention program for treatment of emotionally disturbed deaf children is also described (by T. Edelstein), along with efforts in Massachusetts toward a statewide coordinated approach to the development of mental health services for deaf persons (by B. Gerber). A section on relevant news briefs is also provided. (DLS)

ED 166 886 EC 113 487

Lacy, Grace, Comp.

Suggested Procedures for the Identification of the Gifted and Talented.

New York State Education Dept., Albany.

Pub Date- 78

Note-89p.

Pub Type- Information Analysis (070) - Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Definitions, Disadvantaged Youth, *Gifted, Group Tests, Handicapped Children, *Identification, Identification Tests, Intelligence Tests, Success Factors, *Talented Students

Identifiers-Gifted Handicapped

The book, over half of which consists of appendixes, discusses the identification of gifted and talented students and presents some suggested identification procedures. Topics addressed include factors basic to gifted performance, the interrelationship of identification procedures with curriculum and staff, the relationships between conceptions of giftedness and identification procedures, the benefits of early identification, the identification of the disadvantaged gifted, talent identification, and the handicapped gifted. Identification procedures recommended include individual intelligence tests; group tests; the use of summary matrices; and nomination by parents, peers, and teachers. The 18 appendixes include various scales, profiles, and checklists having to do with the identification of the gifted and talented. (DLS)

ED 166 887 EC 113 488

Correll, Marsha M.

Teaching the Gifted and Talented. Fastback 119.

Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-53p.; Sponsored by the Indiana State University Chapter of Phi Delta Kappa
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75; $0.60 to members; $1.00 handling fee will be charged on orders under $5.00 if payment is not enclosed)
Pub Type- Information Analysis (070) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Ability Grouping, *Accelerated Programs, Community Resources, Creativity Tests, Definitions, *Enrichment Programs, *Exceptional Child Education, *Gifted, *Identification, Identification Tests, Parent Role, Program Costs, *Talent Development, *Talented Students, *Talent Identification, Teacher Education

The book discusses the teaching of gifted and talented students. The rationale behind special education programs for such students is reviewed, and the population in question is described and defined. The chapter on identification examines such instruments as group intelligence and achievement tests, teacher nominations, and creativity tests, and covers culturally different and minority students. Among the educational approaches for the gifted and talented reviewed are enrichment programs, ability grouping, and acceleration. Also covered are the costs of programs for the gifted and talented, the role of parents and community resources, and teacher preparation. Two scales designed to assist in the identification of the gifted and talented are appended, along with a bibliography. (DLS)

Teaching the Gifted and Talented in the Regular Classroom. Occasional Paper. NAIS Academic Committee.

National Association of Independent Schools, Boston, Mass.
Pub Date-78
Note-33p.
Available from-National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Achievement Tests, Annotated Bibliographies, Aptitude Tests, Case Studies, Creativity Tests, *Definitions, *Effective Teaching, *Gifted, *Identification, Intelligence Tests, Psychological Tests, *Talented Students, *Talent Identification

The booklet discusses teaching gifted and talented students in the regular classroom. Brief case histories of three different types of gifted students are presented: morally gifted, creatively gifted, and cognitively gifted. Defining the gifted and talented is discussed, and characteristics of gifted children within each talent area are outlined. The history of interest in the gifted is reviewed, and some tools for the identification of gifted children are listed, including intelligence tests, creativity tests, psychological adjustment tests, and achievement and aptitude tests. An annotated bibliography is included, along with an alphabetical listing by state of resources. (DLS)

ED 166 889 EC 113 501

Ehrlich, Virginia Z.

The Astor Program for Gifted Children: Pre-Kindergarten Through Grade Three.

Columbia Univ., New York, N.Y. Teachers College.; New York City Board of Education, Brooklyn, N.Y.

Spons Agency-Vincent Astor Foundation, New York, N.Y.

Pub Date-Oct 78

Note-268p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-Curriculum, *Gifted, *Preschool Education, Program Administration, Program Planning, *Resource Centers, Talent Identification

Identifiers-*Astor Program for Gifted Children

The report presents a summative evaluation of the Astor Program for Gifted Children, which developed a resource center and also implemented a host school'' concept for intellectually gifted preschoolers in New York City. The program director's tasks in coordinating a resource center are discussed, including involving policy makers at high levels of authority, public relations, information and consultant services, and citywide conferences and training institutes. Some guidelines for the functions of a resource center are also presented. The program's planning and administration are discussed in terms of teacher selection which gets a special focus in a later section selecting participating districts and schools, and some early problems. Pupil selection is reviewed, along with various background data on the participating students and their families. The curriculum itself is examined, including the standard skills, special interest topics, and individual talents it covered, as well as character development and personal growth. The evidence is said to indicate, among other things, that the Astor Program fostered significant gains in student achievement, specifically in the areas of work knowledge, reading, and mathematics, and in love of learning and enthusiasm for school. Various forms, questionnaires, and lists are appended. (DLS)

ED 166 890 EC 113 502

Lipton, Morris Wender, Esther
Statement Summarizing Research Findings on the Issue of the Relationship Between Food-Additive-Free Diets and Hyperkinesis in Children.
National Advisory Committee on Hyperkinesis and Food Additives.
Pub Date-Jun 77
Note-11p.; Best copy available
Pub Type- Information Analysis (070) ()
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Food, Food Standards, *Hyperactivity, *Learning Disabilities, Nutrition
Identifiers-*Feingold (B F)

The National Advisory Committee on Hyperkinesis and Food Additives paper summarized some research findings on the issue of the relationship between food-additive-free diets and hyperkinesis in children. Based on several challenge studies, it is concluded that the evidence generally refutes Dr. B. F. Feingold's claim that artificial colorings in the diet substantially aggravate the behavior of children with learning disabilities and hyperkinesis; yet these studies do not make it certain that such additives are utterly devoid of adverse effects in all children of all ages. (DLS)

ED 166 891 EC 113 503

Ginn, Mary E.

Speech Improvement Language Development Programs. A Resource Manual for Speech and Language Clinicians.

South Carolina State Dept. of Education, Columbia.
Pub Date-78
Note-86p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$4.87 Plus Postage.
Descriptors-Conceptual Schemes, *Language Handicapped, Learning Disabilities, *Models, *Program Descriptions, Program Development, Research Reviews (Publications), *Speech Handicapped

Intended as a resource manual for speech and language clinicians, the booklet addresses specific elements of speech improvement and language development programs for children with difficulties in those areas. An overview of professional literature regarding such programs is provided, focusing on such aspects as program definition and purpose, target groups, organizational models, class size, teacher training, and program efficacy. The delivery of services through speech improvement/language development programs is discussed in terms of such aspects as target groups, organizational models, identifying needs, and program components. Two organizational models for such programs are described (the direct service model and the team teaching model), and current programs utilizing each approach at various levels are reviewed. Included in the appendixes are descriptions of language screening/diagnostic tests and materials for speech improvement/language development, and sample forms for an individual education plan and a group instructional plan. (DLS)

ED 166 892 EC 113 538

Your Responsibilities to Disabled Persons as a School or College Administrator.

Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-78
Note-17p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Personnel, Administrator Guides, *Administrator Responsibility, Agencies, Architectural Barriers, Educational Responsibility, *Federal Legislation, Federal Programs, *Handicapped
Identifiers-Education for All Handicapped Children Act, *Vocational Rehabilitation Act 1973 (Section 504)

The booklet discusses the educational administrator's responsibilities to handicapped persons, as mandated by Title V, Section 504, of the Rehabilitation Act of 1973 (P.L. 93-112) and the Education for All Handicapped Children Act (P.L. 94-142). The laws themselves are briefly discussed, along with the various handicapping conditions they provide for. Elementary, secondary, preschool, adult, and higher education are all touched upon. Other aspects covered include self evaluation of academic programs, physical access to buildings, and employment of handicapped persons. Other rights of the handicapped are also briefly reviewed, and addresses of agencies providing information about specific HEW programs serving the disabled are listed. Also included are self evaluation and building access checklists, a timetable for compliance to both laws, and the addresses of the HEW regional Office for Civil Rights. (DLS)

ED 166 893 EC 113 539

Yahraes, Herbert
New Light on Autism and Other Puzzling Disorders of Childhood. Science Reports.
National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.
Report No.-DHEW-ADM-78-639
Pub Date-78
Contract-278-77-0033(ST)
Note-24p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00811-7)
Pub Type- Reports - General (140)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Autism, *Developmental Disabilities, Emotionally Disturbed, *Etiology, *Identification, *Psychosis

The pamphlet discusses several puzzling disorders of childhood, including autism, atypical personality development (childhood psychosis), psychosocial dwarfism, and Tourette's syndrome. Psychosocial dwarfism is said to be characterized by a marked reduction in physical development and by immaturity in behavior, while Tourette's syndrome involves chronic, multiple tics that spread and come to include larger involuntary body movements. The detection of developmental disabilities in children is briefly reviewed, along with general suggestions for their intervention. (DLS)

ED 166 894 EC 113 540

O'Toole, J. Corbett Weeks, CeCe
What Happens After School? A Study of Disabled Women and Education.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-78
Contract-300-77-0535
Note-61p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adjustment Problems, Case Studies, Federal Legislation, *Females, *Handicapped, *Social Attitudes
Identifiers-Education for All Handicapped Children Act, *Personal Experiences

The report, over half of which consists of appendixes and lists of resources, discusses the educational and related life experiences of six disabled women. Focus is on their early experiences with school and family, their high school years, their college years, and their work. Their disabilities include blindness, osteogenesis imperfecta (fragile bones), paralysis, cerebral palsy, and deafness. Among the suggestions made to parents and educators are those involving the lack of positive images of disabled female children and adults in the community and in school books, films, and other media; the feelings of being treated differently than non-disabled children; the feelings of awkwardness, self-consciousness, and lack of self-confidence; and a lack of information about future career possibilities. Among the types of resources listed are groups, guides, periodicals, articles and books, and nonprint media. Included in the appendixes are a discussion of the Education for All Handicapped Children Act (P.L. 94-142), a discussion of the rights of the handicapped, and guidelines for the representation of handicapped persons in educational materials. A Women's Educational Equity Communications Network publications list is also provided. (DLS)

ED 166 895 EC 113 542

Murphy, Philip J.
Programs for Children with Specific Learning Disabilities. P.L. 91-230, Title VI-G Formal Final Evaluation. (Statistical Analysis of Data).
Pub Date-78
Note-30p.; Not available in hard copy due to print quality; Best copy available
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Achievement, Elementary Secondary Education, *Learning Disabilities, Mnemonics, *Reading Programs, *Self Concept, *Tests, Vocabulary Development

The paper reports the final evaluation of a program for approximately 143 learning disabled (LD) students (grades 6-to-12) from six school districts. A number of test instruments were used to evaluate student progress during the program, including the Wide Range Achievement Test (WRAT), the Durrell Analysis of Reading Difficulty, and the Piers-Harris Self Concept Scale. Among findings were that five of the six classrooms tested showed significant improvement in all three achievement areas of the WRAT, with the gains being 1 1/2 times that expected from the previous learning history of the students. The Piers-Harris Self Concept Scale revealed that the program produced a reliable enhancement of self-concept of 6.19 percentile points. The Durrell Test confirmed the WRAT with overall gains of 35% over that expected. (Included are charts and diagrams, a report on Validation of a Mnemonic Technique to Increase Vocabulary'', and a list of 11 special accomplishments.) (PHR)

ED 166 896 EC 113 574

Economic Aspects of Special Education: Czechoslovakia, New Zealand, United States of America.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-78

Note-152p.

Available from-UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Community, Community Benefits, *Cost Effectiveness, *Economic Factors, *Handicapped Children, Labor Market, State Aid, Time

Identifiers-Czechoslovakia, New Zealand

The purpose of the book is to estimate the cost of providing special education and training to different groups of handicapped children and youth, and to compare the costs with ordinary education. Written by authors from Sweden, Czechoslovakia, New Zealand, and the United States, the book provides information on (1) the extent to which a handicapped person can attain independence utilizing the assistance available, (2) the cost of caretaking for an untrained and uneducated handicapped person, (3) the situation of trained and educated handicapped people in the labor market, (4) the cost of providing care for partially or totally dependent persons, (5) the time required for the community to recuperate (through taxes) the extra cost of education for the handicapped, and (6) the relationship between the community-borne cost for education and the subsequent benefits. A final chapter provides cultural comparisons and some conceptual notes. (PHR)

ED 166 897 EC 113 575

Brunet, Lise And Others

Terminology: Special Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-IBEDATA-77-2

Pub Date-77

Note-368p.

Available from-UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016

Language-English; Spanish; French; Russian

Pub Type- Reference Materials - Vocabularies/Classifications (134)

Document Not Available from EDRS.

Descriptors-*Handicapped Children, Information Dissemination, *Special Education, *Vocabulary

The glossary, written in English, Spanish, French and Russian, is designed to facilitate communication between special education specialists at the international level. Approximately 375 terms are included with definitions and cross references to other terms in the same language. The glossary also contains a section in which the terms are grouped into the following six broad semantic fields: prevention and identification; handicaps; persons; schools, classes, and institutions; methods; and things. (Author/PHR)

ED 166 898 EC 113 576

Updike, Juliette Foley, Gilbert M.

Analysis of Seminar 82 - World Congress on Future Special Education The Role of the Family in Early Childhood Education''.

Pub Date-Jun 78
Note-6p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Downs Syndrome, Early Childhood Education, *Educational Alternatives, *Educational Problems, *Educational Strategies, Family Problems, *Family Role, *Handicapped Children, Infants, Informal Assessment, Mothers, Parenthood Education, Play
Identifiers-At Risk (For Handicap), *World Congress on Future Special Education

The paper is an analysis of seminar 82 of the World Congress on Future Special Education, The Role of the Family in Early Childhood Education''. Issues and problems, alternative solutions and strategies, and pros and cons are listed for each of the following four presentations: An Assessment Scale - Family Attachment to the High Risk Infant'' (G. Foley), Educational Dawn for Down's Syndrome Children'' (M. Nelson), Family Stress'' (C. Mizzi), and Mother-Play and Parenting'' (J. Updike). (PHR)

ED 166 899 EC 113 597

Peters, Diana

An Individualized Education Plan (IEP) for the Gifted Child.

Pub Date- 78
Note-7p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Objectives, Elementary Secondary Education, *Gifted, Individual Characteristics, *Individualized Programs, Inservice Teacher Education, *Program Development, Screening Tests, *Talent Identification

The paper describes implementation of a gifted program providing an individualized educational plan (IEP) for gifted children (kindergarten through high school) in St. Charles, Illinois. The article discusses the implementation of the program at one elementary school and lists the five goals. Also provided are the topics of the 8-day inservice training given the staff of the school, which includes such areas as a review of the instructional goals, the characteristics of giftedness, the screening devices and standards for identifying giftedness; and writing an IEP for a gifted child. (PHR)

ED 166 900 EC 113 598

Smith, Glenn Cummings, Veda

State Practices in Managing Part B Funds. A Report of Survey Information Collected by the National Office.

National Association of State Directors of Special Education, Washington, D.C.

Pub Date-Jun 78

Note-33p.

Available from-Publications Office, The National Association of State Directors of Special Education, Inc., 1201 16th Street, N.W., Suite 610-E, Washington, D.C. 20036 ($3.00, prepaid)

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Agencies, Grants, *Handicapped Children, Inservice Education, *Management, *School Funds, *State Departments of Education

Identifiers-Local Education Agency

The document summarizes data collected from 40 State Education Agency Part B administrators responding to a survey asking states to report information relative to the Local Education Agency application process, management of flo-thru of Part B funds, management of incentive grant funds, use of discretionary Part B funds, and promotion of inservice training through Part B funds. Tables listing individual state responses and some summary comments are provided. (PHR)

ED 166 901 EC 113 599

Riley, David P. And Others

National Incentives in Special Education: A History of Legislative and Court Action.

National Association of State Directors of Special Education, Washington, D.C.

Pub Date-Nov 78

Note-19p.

Available from-Publications Office, The National Association of State Directors of Special Education, Inc., 1201 16th Street, N.W., Suite 610-E, Washington, D.C. 20036 ($2.00, prepaid)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Historical Materials (060)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Civil Rights, *Court Litigation, Due Process, *Federal Legislation, *Handicapped Children, Special Education, *State Legislation

Identifiers-Education for All Handicapped Children Act

The booklet provides a history of the legislative and court action in the area of special education. The National Defense Education Act of 1958 and the Secondary Education Act of 1965 are cited as two legislative milestones in education. Federal involvement in special education is discussed including the acts assisting the handicapped, gifted, and preschoolers. Numerous court cases are explored with emphasis on the historic Brown versus the Board of Education of Topeka and the decisions on due process rights. State legislative actions are also examined and the background of Public Law 94-142 is summarized. (PHR)

ED 166 902 EC 113 600

Schipper, William Boston, Bruce O.

Writing Individualized Assessment Reports in Special Education: A Resource Manual.

National Association of State Directors of Special Education, Washington, D.C.

Pub Date-Dec 78

Note-35p.; Parts may be marginally legible due to print quality; Best copy available

Available from-Publications Office, The National Association of State Directors of Special Education, Inc., 1201 16th Street, N.W., Suite 610-E, Washington, D.C. 20036 ($4.00, prepaid)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Elementary Secondary Education, *Evaluation, *Federal Legislation, *Handicapped Children, *Individualized Instruction, *Program Evaluation, Special Education, *Technical Writing

Identifiers-Education for All Handicapped Children Act

The four-section manual provides resource materials for writing individualized assessment reports in the field of special education. The first section discusses the purpose and outcomes of the assessment process. In section two the functions of assessment are explored including a statement of the need for a clear, concise assessment reporting; and an overview of assessment from the perspective of placement and programing decision-making. Section three gives a

suggested format for a step-by-step approach, and several practice exercises to improve assessment writing. The final section discusses the law and the assessment process, listing the requirements of Public Law 94-142 pertaining to assessment functions. Appended are a paper entitled A Further Exploration of the Two Purposes of Assessment'', and an annotated bibliography. (PHR)

Pietila, Asta, Ed.

Information Bulletin, No. 4, 1978. About the Special Education in Finland.

National Board of General Education, Helsinki (Finland). Research and Development Bureau.

Pub Date-Nov 78

Note-29p.

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Aurally Handicapped, Cerebral Palsy, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, *Special Education, Visually Handicapped

Identifiers-*Finland

The report describes the planning, organization, and provision of special education in Finnish comprehensive schools (for students from 7 to 16 years old). School officials address the following topics: relationship of special education to overall school reform, curriculum development, the education of the visually and aurally handicapped, numbers of pupils and teachers by type of special education for the school year 1977-1978, alternatives (special school, special class, and clinic placements) to special education, and special education for exceptional small groups (children with cerebral palsy, aural and visual handicaps). (CL)

ED 166 904 EC 113 622

Lawrence, James

Project Skill: Strategies and Techniques: Project on the Employment of Handicapped Persons in State Government Positions. R & D Monograph 54.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date-78

Grant-DL-21-55-74-30

Note-24p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-000-00330-1)

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educable Mentally Handicapped, *Emotionally Disturbed, *Employment, Employment Opportunities, Employment Programs, Government Employees, Job Development, Job Placement, Mentally Handicapped, *State Programs

Identifiers-*Project Skill

The booklet describes the accomplishments of Project Skill, an approach to providing employment in Wisconsin civil service positions for mildly mentally retarded or restored emotionally disturbed persons. In addition to an historical review of the project, the report focuses on the following aspects (subtopics in parentheses): job development (gaining support and cementing the commitment); recruitment and intake (prescreening interview and administration of a civil service examination); and training (specific training programs and job placement follow through). Concluding comments suggest that Wisconsin's success can be replicated in other states. (CL)

ED 166 905 EC 113 657

Sankovsky, Ray

Resource Needs: An Analysis of a Statewide Survey of Vocational Educators in Alabama Who Work with Disadvantaged and Handicapped Students. Special Needs Coordination Unit: Report Pub Date-Jan 77

Note-20p.; This study was supported in part by a mini-grant from the University of Illinois; For related information, see EC 113 658-659

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Disadvantaged Youth, Exceptional Child Research, *Handicapped Children, *Needs Assessment, *Resource Materials, State Surveys, *Vocational Education Teachers

Identifiers-*Alabama

The paper reports on an analysis of questionnaires completed by approximately 500 vocational educators in Alabama concerning their need for resources to work more effectively with handicapped and disadvantaged students. Responses are reported for six service areas (agribusiness education, business and office education, distributive education, health occupations education, home economic education, and trade and industrial education), and are said to indicate two primary needs: audiovisual and print materials. Recommendations are made for using state resources earmarked for special needs education, for developing a materials loan center in conjunction with the statewide resource center, and for making available an itinerant resource person. (CL)

ED 166 906 EC 113 658

Sankovsky, Ray

Training Needs: An Analysis of a Statewide Survey of Vocational Educators in Alabama Who Work with Disadvantaged and Handicapped Students. Special Needs Coordination Unit: Report Pub Date-Jan 77

Note-38p.; This study was supported in part by a mini-grant from the University of Illinois; For related information, see EC 113 657-659

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Disadvantaged Youth, *Educational Needs, Exceptional Child Research, *Handicapped Children, Inservice Teacher Education, *Needs Assessment, Preservice Education, State Surveys, *Vocational Education Teachers

Identifiers-Alabama

The second of a three-part report on vocational education for handicapped and disadvantaged students in Alabama focuses on the training needs cited by 500 vocational educators. It is explained that questionnaire results identified nine cluster areas, including the art and science of teaching special needs, development and use of special materials and curricula, reading instruction, interpersonal skill development, information on special resource material, and development and use of individualized instructional materials. Results are reported separately for six service areas (including agribusiness education, distributive education, and home economics education). Recommendations are made for content and format of inservice and preservice education. (CL)

ED 166 907 EC 113 659

Sankovsky, Ray

Concerns and Problems in Working with the Disadvantaged and Handicapped: An Analysis of a Statewide Survey of Vocational Educators in Alabama Who Work with Disadvantaged and Handicapped Students.

Pub Date-Jan 77
Note-20p.; This study was supported in part by a mini-grant from the University of Illinois; For related information, see EC 113 657-658
Pub Type- Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Disadvantaged Youth, Exceptional Child Research, *Handicapped Children, *Needs Assessment, State Surveys, *Vocational Education Teachers
Identifiers-Alabama

The final part of a study of the needs of approximately 500 Alabama vocational educators serving handicapped and disadvantaged students focuses on concerns and problems reported by the educators. Responses are reported by six service areas (agribusiness education, business and office education, distributive education, health occupations education, home economics education, and trade and industrial education). A composite of statements from all areas explains that the most frequently reported problems centered around reading, comprehension, computation, and math skills. Other problems cited included a lack of materials and supplies and a lack of teacher training with special needs students. Recommended are a study of basic skills of special needs students and development of strategies for upgrading those skills. (CL)

ED 166 908 EC 113 660

Richardson, E. L.

Final Technical Report of the Special Office for Materials Distribution. September 1, 1974 Through November 30, 1977.

Indiana Univ., Bloomington. Audio-Visual Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-20 Oct 78

Contract-300-75-0047

Note-71p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Audiovisual Aids, *Handicapped Children, *Instructional Materials, Instructional Materials Centers, *Instructional Media, Media Technology, *Program Descriptions

Identifiers-*Specialized Office for Materials Distribution

The final report describes the activities of the Specialized Office for Materials Distribution (SOMD) in providing physical access to media materials for the nation's handicapped. Project background, philosophy, and organization are described in an initial chapter. Succeeding chapters are devoted to a review of SOMD activities in six areas (sample goals in parentheses): state program development (supplying information on materials distribution system); instructional materials development (participating in phase-in National Needs Assessment efforts); media, materials, and educational technology training (providing systematic maintenance of collection); media and materials information system (processing feedback on consumer reaction to the information system); materials distribution system (managing and coordinating the Captioned Film Depository System); and project administration (conducting project planning and internal monitoring). (CL)

ED 166 909 EC 113 661

Shapiro, Deborah

Identification of Factors Associated with the Discontinuation of Parental Abuse and Neglect. A Pre-Publication Report of Key Findings.

Child Welfare League of America, Inc., New York, N.Y.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-77

Grant-OHD-90-C-429

Note-30p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Agency Role, *Behavior Change, *Child Abuse, Exceptional Child Research, Family Characteristics, *Neglected Children, *Parent Attitudes, Success Factors

The report documents findings from a study of the changes over a 2-year period in abusive or neglectful behavior of 171 parents.

Interview and case record data are said to indicate that 76% of the Ss had shown some signs of improvement in their ability to give adequate physical care and 75% in their ability to provide emotional care. Most frequently noted continuing parental problems in failure to change are reported to be lack of insight and resistance to help. It is explained that three variables describing the parent (mother's age, her competence as a housekeeper, and a tendency towards non-authoritarianism) and two describing the agency (length of service and number of services) differentiated significantly between the parents who had shown improvement and those who had not. Differences between abusive and neglectful families are cited. (CL)

ED 166 910 EC 113 678

A Comprehensive Study Into the Effects and Changes Upon Professional Staff of Montgomery County Intermediate Unit 23 as a Result of IEP Implementation.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Pub Date Apr 78
Note-213p.; Not available in hard copy due to print quality
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Attitudes, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Individualized Programs, Surveys, *Teacher Attitudes

The report presents results of a survey of Montgomery County (Pennsylvania) Intermediate Unit 23 special education staff (supervisors, master itinerant teachers, teachers, clinicians, therapists, psychologists, social workers and instructional aides) regarding problems with individualized education programs. Problems and solutions found from open-ended surveys are summarized by 12 program areas: educable mentally retarded, hearing, learning and adjustment, learning disabilities, physically handicapped, severely/profoundly mentally retarded, trainable mentally retarded, gifted, speech, vision, aides, and social workers. Recommendations are made for financial reimbursement or compensatory time benefits for staff to fulfill increasing responsibilities associated with P.L. 94-142, the Education for All Handicapped Children Act. The bulk of the document is composed of appendixes, including a sample survey form, impact sheet form, and edited comments arranged by program. (CL)

Moakley, Terence J.
Barrier-Free Design: The Law, Volume 1.
Pub Date-76
Note-148p.; For related information, see EC 113 680 ; Parts may not reproduce clearly due to small print
Available from-Eastern Paralyzed Veterans Association, 432 Park Avenue South, New York, New York 10016 (free)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Architectural Barriers, Architectural Elements, *Building Design, *Design Needs, *Physically Handicapped, Standards, *State Legislation
Identifiers-New York, New York City, Public Law 90 480

The first of a two-volume report discusses building laws and construction code provisions for the physically handicapped under Public Law 90-480 within New York city and state. An initial section presents excerpts and explanations of Federal laws along with the specifications of the American National Standards Institute for making buildings accessible to, and usable by, the physically handicapped. Also considered are specifications of the Building Code of the City of New York and New York state laws. Appended information covers explanations of state laws and regulations dealing with multiple dwellings and general building construction. (CL)

ED 166 912 EC 113 680

Moakley, Terence J. Del Colle, John D.
Barrier-Free Design: The Law, Volume 2.
Pub Date-78
Note-166p.; For related information, see EC 113 679 ; Parts may not reproduce clearly due to small print
Available from-Eastern Paralyzed Veterans Association, 432 Park Avenue South, New York, New York 10016 (Free)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Architectural Barriers, Architectural Elements, *Building Design, *Design Needs, *Physically Handicapped, Standards, *State Legislation
Identifiers-Connecticut, New Jersey, Pennsylvania

The second of a two-volume report focuses on accessibility laws for the physically handicapped in New Jersey, Connecticut, and Pennsylvania. The introductory section covers architectural standards developed by the American National Standards Institute and reviews pertinent federal legislation. Diagrams and illustrations are used to examine regulations and legislation in New Jersey, Connecticut, and Pennsylvania. (CL)

ED 166 913 EC 113 681

Chiang, Alice And Others
Demonstration of the Use of Computer-Assisted Instruction with Handicapped Children. Final Report.
RMC Research Corp., Arlington, Va.
Report No.-446-AH-60076A
Pub Date-Sep 78
Note-82p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, *Handicapped Children, Junior High Schools, Language Handicapped, Learning Disabilities, *Program Descriptions
Identifiers-*ASSIST

The report describes ASSIST, a teacher-controlled computer assisted instruction (CAI) system in special education. Field tested with approximately 200 handicapped elementary and junior high students (educable mentally retarded, educationally handicapped, learning disabled, and oral language handicapped). Results are said to demonstrate that such a system can operate reliably and successfully in special education classrooms, as evidenced by ease of incorporating CAI with classroom activities, large number of lessons created by the teachers, extensive student use of the system, and positive responses from teachers and students regarding the system. Recommendations are made for continued development of ASSIST. Two appendixes contain sample ASSIST author sheets and evaluation questionnaires. (CL)

ED 166 914 EC 113 682

Rosen, Roslyn

A Parent's Guide to the Individualized Education Program (IEP) as Required by P.L. 94-142 (Education for All Handicapped Children Act)

Gallaudet Coll., Washington, D.C.

Pub Date-78

Note-34p.; Parts may be marginally legible due to small print

Available from-Gallaudet College P.L. 94-142 Program, Gallaudet College, Kendall Green, Washington, D.C. 20002 ($0.50)

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Civil Rights, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Individualized Programs, Parent Participation, *Parent Role

Identifiers-*Education for All Handicapped Children Act

The guide, written in a self-instructional format, analyzes the role of parents in developing an individualized education program (IEP) for handicapped children. The following topics are addressed: an overview of P.L. 94-142, the Education for All Handicapped Children Act; civil rights guaranteed by P.L. 94-142; and development, content, legal requirements, and followup of IEPs. Seven hypothetical situations involving parent participation in IEPs are provided. (CL)

ED 166 915 EC 113 705

Grosek, Robert J.
Problem Behavior Rating Scale. Technical Report 78-01.
Broome Developmental Center, Binghampton, N.Y.
Pub Date-79
Note-15p.
Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Problems, *Behavior Rating Scales, *Mentally Handicapped, *Test Construction

The paper describes the development of a quantifiable problem behavior scale which was field tested with mentally retarded institutionalized persons. Fourteen staff members rated Ss on 42 problem behaviors which were weighted according to degree of disruptiveness. Summing of the item scores is explained to produce a total score which can be used to compare Ss and to predict entry and success in habilitative programs. (CL)

Wolf, Judith G.

Assessment of the Training Needs of Educators of the Severely and Profoundly Retarded.

State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

Spons Agency-New York State Dept. of Mental Hygiene, Albany.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-44p.; Print is marginal and may not reproduce well

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrator Attitudes, *Custodial Mentally Handicapped, Exceptional Child Research, *Inservice Teacher Education, Mentally Handicapped, *Needs Assessment, Teacher Attitudes, *Trainable Mentally Handicapped

Forty-eight administrators and 477 teachers of severely and profoundly retarded students completed questionnaires regarding inservice training priorities. Questionnaire items related to participant biographics, knowledge, and skill produced a list of 24 training priorities, including resources for planning, behavior intervention techniques, medications, individual education plan, sequencing of instruction, diagnostic/prescriptive teaching, and knowledge of specific handicapping conditions. Analysis of the list suggested that curriculum and instruction and behavior management were the top priority broad training areas. (CL)

ED 166 917 EC 113 707

Coleman, Natalie C.

Comprehension of Simultaneous Stimuli in Normal and Superior Children.

Fircrest School, Seattle, Wash. Dept. of Psychology.
Pub Date-Mar 77
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academically Gifted, *Attention, Cognitive Processes, *Comprehension, Exceptional Child Research, Teaching Methods, Verbal Learning, *Verbal Stimuli

Thirty-two intellectually superior and 32 intellectually normal fifth and sixth graders were compared on measures of attention and comprehension of complex verbal stimuli under successive versus simultaneous modes of presentation. Ss were exposed to either successive or simultaneous presentation of printed short stories on slides. Analysis of comprehension tests indicated a significant difference between ability groups on both conditions, with a greater difference favoring the superior students under the simultaneous condition. Results had implications for theories of attention and information processing. (CL)

ED 166 918 EC 113 708

Barrows, Howard S. Goldensohn, Eli S.
Guide for Parents.
Pub Date- 78
Note-20p.
Available from-Ayerst Laboratories, 685 3rd Avenue, New York, New York 10017 (Free)
Pub Type- Guides - General (050)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Clinical Diagnosis, *Epilepsy, Etiology, *Medical Treatment, Seizures
Identifiers-Parent Resources

Intended for parents of children with seizures, the booklet provides information on etiology, treatment, diagnosis and management of epilepsy. The following topics are briefly discussed: why seizures occur, factors that may increase the frequency of seizures, types of seizures, ways to protect the child from accidental injury, and future considerations. (CL)

ED 166 919 EC 113 814

Martin, Mary Porter Klaus, Susan L.

1978 Annual Review of Child Abuse and Neglect Research.

Herner and Co., Washington, D.C.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Report No.-DHEW-OHDS-79-30168

Pub Date-Sep 78

Contract-105-76-1136

Note-99p.; Not available in hard copy due to small print

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Child Abuse, *Definitions, Ecological Factors, Environmental Influences, *Incidence, *Intervention, *Neglected Children, *Prevention, Research Reviews (Publications), *Social Influences

The review of research on child abuse and neglect presents brief abstracts of studies collected by the Clearinghouse of the National Center on Child Abuse and Neglect. Material is organized into five subject areas (sample subtopics in parentheses): definition of abuse and neglect; incidence (national and selected geographic estimates); psychosocial ecology (individual capacities, situational factors, and social institutional factors); prevention and treatment (primary and secondary prevention); and effects/sequelae. The annotated lists within each heading include authors name, methodology statement, and a brief review of findings. A 30-page bibliography concludes the document. (CL)

ED 166 920 EC 113 837

Lowenstein, L. F.

The Causes, Diagnosis, and Treatment of Academic Underachievement Research of the Recent Literature.

Pub Date- 77

Note-24p.; For related information, see EC 113 838-839 ; Not available in hard copy due to print quality

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Educational Diagnosis, *Etiology, *Identification, *Intervention, Observation, *Teaching Methods, *Underachievers

The first of three papers on underachievement in children focuses on causes, identification and treatment. Research is reviewed concerning 11 factors (including low self esteem, socioeconomic influences, and teachers' expectations) in underachievement. Identification and diagnosis through observation and self observation are examined. Seven treatment aspects (including drugs, behavioral approaches, information feedback, and motivational strategies) are considered. (CL)

ED 166 921 EC 113 838

Lowenstein, L. F.

An Empirical Study Concerning the Incidence, the Diagnosis and the Treatment and Follow-Up of Academically Underachieving Children.

Pub Date- 77

Note-22p.; For related information, see EC 113 837-839

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Exceptional Child Research, Followup Studies, *Identification, Intervention, *Program Effectiveness, Therapy, *Underachievers

The second of three papers on underachievement reports on identification and treatment of 65 underachievers (9-18 years old). Data is presented on social and economic background, and gains in academic achievement and I.Q. after intervention (behavior therapy, psychotherapy, and eclectic therapy). Five-to-ten-year followup results are said to indicate continuing trends toward higher achievement. (CL)

ED 166 922 EC 113 839

Lowenstein, L. F.

The Diagnosis, Treatment, and Follow-Up of an Underachieving Child. Case Study.

Pub Date- 77

Note-11p.; For related information, see EC 113 837-838

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Change, Case Studies, Childhood, Individual Characteristics, *Intervention, Psychotherapy, *Underachievers

The third and final paper in a series on underachievement presents a case study of a 12-year-old underachiever. The boy's family situation, psychological test results, and reactions to treatment (a combination of behavior modification, psychotherapy, and environmental manipulation) are recounted. (CL)

ED 166 923 EC 113 840

Lutzker, John R. And Others

Training the Developmentally Disabled for Community Living: A Community Effort.

Pub Date-78

Note-15p.; Paper presented at the Annual Convention of the Midwest Association for Behavior Analysis (4th, Chicago, Illinois, May 13-16, 1978); Part of a symposium Training the Developmentally Disabled for Community Living'' ; Not available in hard copy due to print quality

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adjustment (to Environment), Behavior Change, Community Programs, *Developmental Disabilities, Intervention, Normalization (Handicapped), *Program Descriptions

The paper reports on a Stockton, California, program to train developmentally disabled children for community living. Evaluation and referral procedures are discussed, as are financial statistics. Treatment results are summarized and the example is given of successful intervention with a 13-year-old multiply handicapped boy with untrained bowel habits. (CL)

ED 166 924 EC 113 841

Educational Materials for Remedial Instruction.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-80p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Basic Skills, *Handicapped Children, *Instructional Materials, *Instructional Media, Language Arts, Mathematics, Minimum Competency Testing, Reading, *Remedial Instruction, *Resource Guides, *Underachievers

The bibliography lists approximately 150 educational materials designed for remedial instruction with secondary students working at levels below their grade placement and having difficulty in passing the state-required competency tests. Entries include information on title, author, publisher, date, price, difficulty and interest levels, and brief summaries for the following subject areas: languages, mathematics, reading, and survival skills. Materials listed include books, filmstrips, kits, recordings, workbooks, games, and duplicating masters. (CL)

ED 166 925 EC 113 862

Good, Patricia C.
Programs for Handicapped Children in New York State. Occasional Paper
Pub Date-Jun 78
Note-118p.
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Delivery Systems, *Educational Finance, Educational Philosophy, Financial Policy, *Handicapped Children, *Historical Reviews, Labeling (of Persons), *Special Education, State Programs, Trend Analysis
Identifiers-New York

The paper traces the history and current status of special education services for handicapped children in New York state. The initial section reviews the historical perspective and analyzes future trends. The philosophy of special education regarding labeling, individualized learning, and mainstreaming is examined. Staff selection, transportation, physical facilities, and administrative structures are considered as they relate to the delivery system and financing special education. Recommendations are made for using ``severe'' and [illegible]n-severe'' handicapping as a base for aid allocation and for making a[illegible]ations based on programs rather than on a per pupil factors. Among fou[illegible] appendixes is information on anticipated per pupil expenditure and exc[illegible] cost in six New York cities. (CL)

ED 166 926 EC 113 863

Rivera-Viera, Diana

The Historical and Theoretical Perspectives of Mass. Legislation Chapters 766 and 71A.

Pub Date-Dec 75

Note-38p.; Print is marginal and may not reproduce well; For related information see EC 113 864

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Bilingual Education, *Handicapped Children, Historical Reviews, *State Legislation, Theories

Identifiers-*Massachusetts

The paper deals with the theoretical and historical aspects of special education and bilingual education which have contributed to the appearance of Chapters 766 and 71A of the General Laws of the state of Massachusetts. It is explained that Chapter 766 mandates the provision of an educational program tailored to each child's special needs and that Chapter 71A recognizes the need to maintain, rather than destroy, linguistic and cultural diversity. Some of the commonalities between special and bilingual education are established, and the most important aspect in which they differ, mainstreaming, is pointed out. (SBH)

ED 166 927 EC 113 864

Rivera-Viera, Diana

Descriptive Presentation of a Model Integrating Classroom in Accordance with Chapter 766 and 71A.

Pub Date-Dec 75

Note-32p.; Print is marginal and may not reproduce well; For related information see EC 113 863

Pub Type- Guides - General (050) - Information Analysis (070)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Bilingual Education, *Classroom Design, Guidelines, *Handicapped Children, *Mainstreaming, *Models, State Legislation

Identifiers-Massachusetts

The paper presents a model for the integrating classroom in accordance with Chapter 71A (which deals with bilingual education) and Chapter 766 (which mandates the provision of educational programs tailored to each student's special needs) of Massachusetts Legislation. Listed among goals for the model classroom are the following: to provide an environment where children with different cultures, languages, and learning styles can learn together; to provide an educational environment where there is community input; and to provide an environment where staff members are facilitated. Guidelines for the model are outlined, and rationales for each of the model's components are offered. (SBH)

ED 166 928 EC 113 865

Friedman, Paul

Mental Retardation and the Law: A Report on Status of Current Court Cases.

President's Committee on Mental Retardation, Washington, D.C.
Report No.-DHEW-OHDS-79-21017
Pub Date-Oct 78
Note-43p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Classification, *Confidentiality, Contraception, *Court Cases, Educational Programs, *Employment, Institutionalized Persons, Legal Problems, *Mentally Handicapped
Identifiers-Group Homes (Handicapped)

The document reports on five new cases and updates information on 29 previously reported cases regarding mental retardation and the law. Cases are divided into the following categories: classification, commitment, confidentiality, education, employment, protection from harm, sterilization, treatment, and zoning. Listed separately, by the above categories, are cases with no new developments or closed cases reported earlier. Also provided is an article titled ``The Retarded Offender and Corrections'' by M. Santamour and B. West. (SBH)

Flanagan, Clyde And Others
Personality Characteristics of Child Abusing Parents.

Pub Date- 76
Note-29p.; Paper presented at the Annual Meeting of the AAPSC (29th, Washington, D.C., November 16-20, 1977); Print is marginal and may not reproduce well in hard copy
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Abuse, Exceptional Child Research, *Family Characteristics, *Parents, *Personality

A study involving 22 fathers and 21 mothers was conducted to explore several personality characteristics of child abusive parents which may set them apart from nonabusive peers. A social history was taken, and each parent completed both the Motivation Analysis Test (MAT) and the Minnesota Multiphasic Personality Inventory (MMPI). Among findings were the following: the average mother did not finish high school and came from a family of four children; child abusing fathers obtained the most frequent low points on MMPI paranoia and social introversion scales; abusive parents, according to MAT data, tend strongly to be individuals whose wants and needs are not being satisfied. (SBH)

ED 166 930 FL 009 004

Derrick, William Meadows

The History and Development of the French Language Immersion Program.

Pub Date 77

Note 17p.

Pub Type Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bilingual Education, Bilingualism, *Cultural Enrichment, *Demonstration Programs, Educational Research, Elementary Education, *French, Grade 1, *Immersion Programs, Kindergarten, Laboratory Schools, Program Administration, Program Development, *Research Projects

Identifiers-*French Language Immersion Program, *Plattsburgh State University College NY

The French Language Immersion Program (FLIP) at Plattsburgh State University College, is described in terms of its origin, implementation, operation, research, long-range plans, and social implications. As a research and demonstration program at the laboratory school of the State University College of New York at Plattsburgh, the class consisted of 18 five and six year old children whose native language was English. Although the class was conducted entirely in French, the children were free to speak English among themselves. The FLIP program is bilingual education undertaken primarily for cultural enrichment by monolinguals. The early and full immersion program is structured and led by an experienced French individual. The program has high administrative support, high community visibility, and hign parental interest, and children are voluntarily enrolled in the program. FLIP has been the subject of extensive research conducted by an interdisciplinary research team of faculty members. The following set of abilities are thought to be related to language competence: auditory discrimination skills, receptive language ability, expressive language skills, intellectual aptitude, academic achievement, self concept, cultural attitudes, and school attitudes. The tests that were used to assess these and more specific English language skills are listed. Initial research hypotheses based on the administration of the tests are briefly outlined. (SW)

ED 166 931 FL 009 488

Acheson, Palmer And Others

English as the Second Language in Quebec: A Teacher Profile.

Pub Date-77

Note-35p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (11th, Miami, Florida, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Biculturalism, Bilingualism, Cross Cultural Training, Cultural Awareness, *Educational Policy, Elementary Secondary Education, *English (Second Language), French, Higher Education, Language Instruction, Language Programs, *Language Teachers, Official Languages, Second Language Learning, Second Languages, *Teacher Attitudes, *Teacher Background, Teacher Education, *Teacher Qualifications

Identifiers-*Quebec

The Official Language Act of 1974 designates French as the official language of the Province of Quebec and contains provisions intended to enhance the status and power of the French language. It also provides for instruction in English as a Second Language (ESL). A poll recently conducted in Montreal revealed that sixty percent of parents whose children attend French schools are dissatisfied with the teaching of English as a second language. The study reported in this article examines the demographic characteristics, English language competence, professional training, and attitudes of a selected group of ESL teachers. The respondents were 112 elementary and secondary school teachers enrolled in two government-sponsored retraining programs. The teachers were found to be native speakers of French with a tenuous grasp of English and a doubtful knowledge of Anglo-Canadian culture. They display a low level of awareness of the socio-cultural implications of teaching English. The lack of representation of Anglophones allows little scope for breaking down the communication gap between Quebec's English and French populations. It is proposed that (1) teacher-training programs include the study of English literature and socio-psychological aspects of language acquisition, and (2) the responsibility for ESL be transferred to Anglophone teachers. (AMH)

ED 166 932 FL 009 655

Wagner, Daniel A.
Cognitive Perspectives on Bilingualism in Children.
Pub Date-Jul 78
Note-12p.; Paper presented at the Biennial Meetings of the International Association of Applied Psychology (Munich, West Germany, July 1978)
Pub Type- Information Analysis (070) () - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingualism, Cognitive Ability, *Cognitive Development, Cognitive Processes, Intelligence, Intelligence Tests, *Language Processing, Language Skills, *Linguistic Performance, Minority Groups, Psycholinguistics, *Psychological Studies, Research Problems, *Second Language Learning, Trend Analysis

The interest of the psychologist in bilingualism from its origins in the early 1900's to the present is traced. Bilingualism and intelligence are discussed as well as some recent studies on bilingualism and cognitive development. Several areas where psychologists may provide valuable insights into the process of becoming bilingual are discussed with their educational applications. It is suggested that studies of the relationship between intelligence and bilingualism have been unhelpful because: they lacked proper controls; standardized tests almost always discriminate against those (e.g., most ethnic groups) who were not part of the standardization sample; and such tests allow little direct access to the nature of cognitive processing involved. Many of the studies on bilingualism and cognitive development have sought to demonstrate that there are no cognitive ``deficits'' resulting from bilingualism, and most recent studies seem to wish to demonstrate that ``bilingual is better.'' Some investigators are interested in the theoretical basis of cognition and have found bilingual subjects an interesting group to study. Studies have also been motivated by the belief that the practical issues of bilingual education, such as language learning and literacy, may be based in important ways on cognitive skills. Two areas of research that remain practicable and interesting are within-population experimental designs relating linguistic proficiency to cognitive skills, and the study of reading acquisition in first and second languages. (SW)

ED 166 933 FL 009 860

Clumeck, Harold

Voice Onset Time in Children and Infants: An Annotated Bibliography. Papers and Reports on Child Language Development, No. 14.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Dec 77

Note-28p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Child Language, Infants, *Language Development, Language Research, *Perceptual Development, Phonetics, *Phonology, Physiology, Preschool Children, Psycholinguistics, Speech, *Verbal Development

Identifiers-*Voice Onset Time

The first part of this bibliography contains annotations of articles on the acquisition of voice onset time (VOT) as the marker of a phonological contrast, that is, the studies concern children who are already developing a phonological system. The most common questions are the following: (1) When children begin to produce initial stops, how are they distributed along the continuum of VOT? (2) When do children begin to consistently produce a VOT distinction? (3) How do children's productions of a VOT distinction compare with those of adult models? Are children making use of VOT in the same way as do adults? (4) How do the VOT values of children's stops change over time? The second section of the bibliography is devoted to studies of speech perception by infants, that is, investigation of infants' abilities to discriminate among various speech sounds. Studies by the following authors are included in the bibliography: Leigh Lisker, Arthur Abramson, Malcolm Preston, Catherine Wolf, Diane Kewley-Port, L. Williams, Claude Simon, Jane Baran, Marsha Z. Laufer, Ray Daniloff, Jeff Elman, Daly Enstrom, Barbara Moslin, L.A. Streeter, T.K. Landauer, Marsha Zlatin, Roy Koenigsknecht, Z.S. Bond, Howard Wilson, J.H.V. Gilbert, Marlys Macken, David Barton, Philip Morse, Patricia Kuhl, Rebecca Eilers, Fred Minifie, Robert Lasky, Ann Syrdal-Lasky, Robert Klein and Lynn Streeter. (AMH)

ED 166 934 FL 009 875

Johnson, Judith R.; Slobin, Dan I.

The Development of Locative Expressions in English, Italian, Serbo-Croatian, and Turkish. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Analysis of Variance, *Child Language, *Cognitive Development, Concept Formation, *Contrastive Linguistics, English, Grammar, Italian, *Language Development, *Language Research, Language Universals, Linguistic Difficulty (Inherent), Preschool Children, Psycholinguistics, Serbocroatian, Turkish, Verbal Development
Identifiers-*Locative (Grammar), *Prepositional Phrases

A study was conducted in 1972-73 in Berkeley, Rome, Dubrovnik, and Istanbul, in order to examine the differences and similarities in the sequence of the development of locative expressions in English, Italian, Serbo-Croatian, and Turkish. The subjects consisted of 48 two-, three-, and four-year-olds in each field site. Groups of three girls and three boys were tested at each of eight age levels, and each child was re-tested four months later. The experimenter, in each case a female native speaker, placed objects on a table and elicited locative expressions from each child. Seven expressions were investigated, corresponding to the English in,'' on,'' under,'' beside,'' between,'' in back,'' and in front.'' The total number of different locative notions expressed by each child was counted and correlated with language, age, sex, and time factors. The Guttman scaling procedures were used to establish the order in which each notion was learned in each language. Results suggest that the course of acquisition of these locative expressions in these children includes both cross-linguistic similarities and differences which can be explained by a complex interaction of conceptual difficulty, cognitive salience, and linguistic complexity. (AM)

ED 166 935 FL 009 957

Resources in Bilingual Education: A Preliminary Guide to Government Agency Programs of Interest to Minority Language Groups.

National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-69p.
Available from-National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Education, *American Indians, *Bilingual Education, Elementary Secondary Education, *Ethnic Groups, Federal Aid, *Federal Programs, Government Publications, Higher Education, *Minority Groups, Teacher Education, Uncommonly Taught Languages, Vocational Education

This document identifies some government agencies and the programs they administer that address minority group needs and is the first section of ``Resources in Bilingual Education,'' a publication designed to address the information needs of the bilingual community. The format is designed to provide easy identification of available funding, contact person, authorizing legislation and regulation or guideline location. The overall agencies that are included are: the National Institute of Education, the U.S. Office of Education, the U.S. Department of the Interior, and the U.S. Department of Labor. A number of programs are described within the bureaus of the agencies. Among the listings are: (1) Civil Rights Technical Assistance and Training, Educationally Deprived Children, and Follow Through Programs under the Bureau of Elementary and Secondary Education; (2) Adult Education and Bilingual Vocational Training under the Bureau of Occupational and Adult Education; (3) Bilingual Education under the Office of Bilingual Education; (4) Indian Education under the Office of Indian Education; (5) Vocational Education under the Office of Research and Planning; and (6) Teacher Corps and Ethnic Heritage Studies Program under the Office of Education. Information on Federal Government publications and other publications are included, and Congressional committees and subcommittees and Congressmen are listed. (SW)

Erick, Natalie And Others
Deenaadai Gwich'in Guandak. Dehtly' 1 (Traditional Gwich'in Stories, Book One).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Aug 75
Grant-NEH-RO-20196-74-54
Note-14p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($0.75)
Language-Athapascan
Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Elementary Secondary Education, *Folk Culture, *Language Instruction, *Reading Instruction, *Tales, Uncommonly Taught Languages
Identifiers-Alaska

This illustrated reader of traditional Gwich'in stories is intended for use in a bilingual education setting and is geared toward students who are competent speakers of Gwich'in Athabaskan with knowledge of the writing system. It consists of three traditional stories. (AMH)

Sternburg, Sheldon G.
The Real World Spanish Cassette Program. Script Book.
Pub Date-76
Note-31p.; For related document, see FL 009 967
Available from-The REAL WORLD Cassette Program, P.O. Box 94 Dept. E., Needham Heights, MA 02194 ($29.95 per set 2 Cassettes and 1 Script Book. Additional Books, $1.50 each, 10% discount on orders of 12 or more)
Language-English; Spanish
Pub Type- Guides - General (050)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Audiotape Recordings, Communicative Competence (Languages), Idioms, *Language Instruction, Language Laboratories, Language Skills, Language Styles, Learning Activities, *Listening Comprehension, Listening Skills, Magnetic Tape Cassettes, Regional Dialects, *Second Language Learning, Second Languages, *Spanish

This dual cassette program, accompanied by a script book, is designed to give students listening practice in Spanish, particularly for regional differences of pronunciation and for variety in idiomatic construction. The program may be integrated with texts used in intermediate and advanced levels of instruction. The announcements, jingles, and sound effects are produced professionally by radio and television advertising agencies throughout the United States, Spain, and Latin America. Included in the script book are suggested activities for the classroom, such as mini-dramas, role playing, dialogues and songs; career awareness exercises; language laboratory exercises for listening, writing, and aural-oral skills; and the complete text of the recorded portion of the package. (MHP)

ED 166 938 FL 009 965

Rosier, Helen Cody

Chaa': Dine K'eji Naaltsoos Wolta'Boho'aa'igii, Book 2.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Apr 78

Note-87p.

Available from-Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721

Language-Navajo

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*American Indian Languages, Athapascan Languages, *Bilingual Education, Elementary Education, Folk Culture, *Language Instruction, *Navajo, *Reading Instruction, Uncommonly Taught Languages

This illustrated Navajo reader is intended for use by elementary school age children in a bilingual education setting. (NCR)

ED 166 939 FL 009 967

Sternburg, Sheldon G. Sammarco, Anthony M., Jr.

The Real World French Cassette Program. Script Book.

Pub Date-78

Note-34p.; For related document, see FL 009 964

Available from-The REAL WORLD Cassette Program, P.O. Box 94 Dept. E., Needham Heights, MA 02194 ($29.95 per set 2 Cassettes and 1 Script Book , Additional Books, $1.50 each, 10% discount on orders of 12 or more)

Language-English; French

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Audiotape Recordings, Communicative Competence (Languages), *French, Idioms, *Language Instruction, Language Laboratories, Language Skills, Language Styles, Learning Activities, *Listening Comprehension, Listening Skills, Magnetic Tape Cassettes, Regional Dialects, *Second Language Learning, Second Languages

This dual cassette package, accompanied by a script book, is designed to give students listening practice in French, particularly for regional differences of pronunciation and for variety in idiomatic constructions. The program may be integrated with texts used in intermediate and advanced levels of instruction. The announcements, jingles, and sound effects are produced professionally by radio and television advertising agencies throughout the United States and Canada. Included in the script book are suggested activities for the classroom, such as mini-dramas, role playing, dialogues and songs; career awareness activities; language laboratory exercises for listening, writing, and aural-oral skills; and the complete text of the recorded portion of the package. (MHP)

ED 166 940 FL 009 971

Conversational English Program, 1.
Instituto de Idiomas Yazigi, Sao Paulo (Brazil). Centro de Linguistica Aplicada.
Pub Date-Mar 78
Note-132p.
Available from-Instituto de Idiomas Yazigi, Centro de Linguistica Aplicada, Avenida 9 de Julho N.3166, 01406 Sao Paulo, Brazil
Language-Portuguese; English
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-*Adult Students, Composition Skills (Literary), *Conversational Language Courses, Cultural Awareness, *English (Second Language), Grammar, *Language Instruction, *Language Usage, Portuguese, Reading Instruction, *Second Language Learning, Vocabulary

This first book of a conversational English program for adults contains an introductory section in Portuguese and exercises in English. The text centers around an English-speaking family from the United States that goes to live in Brazil. It contains color photographs with captions followed by exercises. The exercises are in English and involve the following: dialogue, questions and answers, learning strategies, vocabulary, oral composition, making the dialogue shorter, cultural information, role playing, grammar, formal and informal forms of names, dialogue completion, and reading passages. The exercises concern information and situations that would be confronted in real life. Review lessons are included. (SW)

Peters, Katherine
Deenaadai' Gwich'in Oozhri' (Traditional Gwich'in Names).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-78
Note-18p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
Language-English; Athapascan
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Cultural Awareness, *Cultural Background, Cultural Education, Elementary Secondary Education, *Ethnic Origins, *Folk Culture, *Language Instruction, Reading Instruction, Uncommonly Taught Languages
Identifiers-Alaska

This guide for children of personal names is a list of Gwich'in people who lived during the past one hundred years. This list was designed for those interested in how traditional native names were made up, and for those who may want to choose traditional Gwich'in names for their children. The introduction traces the development of Gwich'in name giving with Christian influence, and the list shows the Gwich'in names alphabetically with their English translations. (NCR)

ED 166 942 FL 009 979

A Bibliography of English as a Second Language Materials: Grades 4-12.

National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-58p.
Available from-National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Communicative Competence (Languages), Elementary Secondary Education, *English (Second Language), Grammar, Idioms, Language Fluency, *Language Tests, Pronunciation, *Reading Materials, Reference Books, *Resource Materials, *Second Language Learning, Speech Communication, Supplementary Textbooks, Vocabulary, Writing Exercises

This annotated bibliography of English as a second language (ESL) materials for grades 4-12 is divided into the following parts: ESL texts, ESL readers, writing texts, supplementary materials, tests, student references, and aids for the ESL teacher. The supplementary materials include grammar practice, pronunciation and fluency, vocabulary and idioms, practical matters, and diversions. The annotations include reference to the age of the students for which the particular materials are suitable (upper elementary, junior high, or high school), and the ESL level (beginning, intermediate, or advanced). In compiling the bibliography, focus was on the student who lives in a community that lacks the necessary resources to provide him with education in his native langauge. (SW)

ED 166 943 FL 009 980

A Bibliography of English as a Second Language Materials: Grades K-3.
National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-24p.
Available from-National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Childrens Literature, *Communicative Competence (Languages), Early Childhood Education, Elementary Education, *English (Second Language), Grade 1, Grade 2, Grade 3, Kindergarten, *Language Tests, *Primary Grades, Reading Instruction, *Reading Materials, *Second Language Learning, Speech Communication, Supplementary Textbooks

This annotated bibliography of English as a second language (ESL) materials for grades K-3 is divided into four parts. The first part, ESL texts, lists a number of series or single texts that are designed to teach the spoken language and reading to the elementary school child. The second part is a list of readers that, although were mostly designed for native English-speaking children, have been found to be particularly effective with children learning English. The third part is a list of supplementary materials that can be used as ``props'' in group communication activities, or for individualized work when the rest of the class is engaged in an activity that is beyond the child's language competence. The fourth part is a list of tests that can be used to obtain some measure of the young child's command of English. In compiling the bibliography, the focus was on the child who lives in a community that lacks the necessary resources to provide him with a full bilingual education program in his native language. (SW)

ED 168 944 FL 009 989

Conversational English Program, 2.
Instituto de Idiomas Yazigi, Sao Paulo (Brazil). Centro de Linguistica Aplicada.
Pub Date-Mar 78
Note-132p
Available from-Instituto de Idiomas Yazigi, Centro de Linguistica Aplicada, Avenide 9 de Julho N.3166, 01406 Sao Paulo, Brazil
Language-English; Portuguese
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-*Adult Students, Composition Skills (Literary), *Conversational Language Courses, Cultural Awareness, *English (Second Language), Grammar, *Language Instruction, *Language Usage, Portuguese, Reading Instruction, *Second Language Learning, Vocabulary

This second book of a conversational English program for adults contains an introductory section in Portuguese and exercises in English. The text centers around an English-speaking family from the United States that goes to live in Brazil. It contains color photographs with captions followed by exercises. The exercises are in English and involve the following: dialogue, questions and answers, learning strategies, vocabulary, oral composition, cultural information, grammar, dialogue completion, a problem for discussion, and reading for discussion. The exercises concern information and situations that would be confronted in real life. Review lessons are included. (SW)

ED 166 945 FL 009 990

Stoker, W. M. Fred

Panhandle High School Students Attitudes Toward Foreign Language.

Pub Date-Aug 78
Note-27p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
()
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*High School Students, *Language Attitudes, Language Instruction, *Language Programs, Questionnaires, Secondary Education, *Second Language Learning, *Student Attitudes, Student Experience, Student Interests, Student Motivation, *Student Opinion
Identifiers-Texas

Attitudes toward foreign language study of 200 high school students in the Panhandle (northwest) section of Texas were surveyed. In this rural and agricultural area, the percentage of Mexican Americans and Blacks is quite low. Forty-eight percent of the students believed foreign language study was more difficult than other areas, and 57 percent did not think a foreign language would help in their life work. A little more than half of the students thought a study of foreign language would help them understand English better. Students were questioned about who encouraged or discouraged them regarding foreign language study. The attitudes of 56 students who had studied foreign languages in high school are also presented. Over half of the group had studied Spanish; the rest studied Latin and French. Student participation in foreign language clubs and their evaluation of instruction was assessed. The study indicated that most of the high school students were not convinced that foreign language is important to their education, college programs, and life work; and few people, other than foreign language teachers, seem to be encouraging students to enroll in foreign language classes. (SW)

ED 166 946 FL 009 991

Bisagna, Joanne

Materials Development and Lesson Planning for Elementary School ESL Instruction.

Pub Date–Oct 78

Note–21p.; Paper presented at the annual conference of the New York State English to Speakers of Other Languages and Bilingual Educators Association (Lake Placid, New York, October 1978); Parts may not reproduce clearly

Pub Type– Speeches/Meeting Papers (150) – Guides – Classroom – Teacher (052)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors–Bilingual Education, Classroom Games, *Classroom Techniques, Elementary Education, *English (Second Language), *Instructional Materials, *Language Instruction, *Learning Activities, Lesson Plans, Material Development, Poetry, Second Language Learning, Speaking Activities, *Teaching Methods

This paper is the narrative portion of a workshop presentation on lesson planning and materials development for ESL instruction. The specific materials and lessons which were demonstrated and which are discussed in this paper, had been designed and used in English as a Second Language classes for students ranging from Kindergarten to eighth grade in a Title I program in New York City. Six areas are dealt with: (1) Lesson Planning; (2) Classroom Routines; (3) Independent Activities; (4) Games; (5) Poems, Rhymes and Songs, and (6) Creating and Adapting Materials. The suggestions emphasize the development of communicative competence by the use of functional language in meaningful settings. Activities are discussed which facilitate the use of communicative language in the classroom. Materials are recognized to be most effective when they are prepared or adapted for a particular group of students with particular language needs. All the areas discussed are accompanied by sample exercises, dialogues, games, songs and other activities. (Author/AMH)

ED 166 947 FL 009 994

Ekstrand, Lars Henric

Bilingual and Bicultural Adaptation. Educational and Psychological Interactions. Bulletin No. 66.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date-Mar 78

Note-76p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Adjustment (to Environment), Age, Biculturalism, *Bilingualism, Bilingual Students, Child Development, Cognitive Development, Emotional Adjustment, Emotional Development, English (Second Language), Fles, Immigrants, Language Development, Language Instruction, Language Proficiency, Language Skills, *Language Tests, Psychoeducational Processes, *Psycholinguistics, Psychological Needs, Psychological Studies, Psychophysiology, *Second Language Learning, *Socioeconomic Influences

This report is a compilation of five research papers in second language acquisition and immigrant adaptability that are part of studies conducted in Sweden over the last twenty years. (1) Language teaching and psycho-physics'' discusses basic measurement problems in the assessment of second language proficiency, where testing of writing and reading skills has overshadowed listening comprehension and pronunciation skills in importance. (2) Measuring foreign language achievement in the ages 7-10 years'' deals with the optimum age problem in second language learning when the setting is modern language learning in a school situation, and tests the possibility of the formation of learning sets. (3) Age and length of residence as variables related to the adjustment of migrant children'' complements the above discussion on optimum age problems, with the setting as language learning in a foreign cultural environment. (4) Adjustment among immigrant peoples in Sweden'' studies the relation between language learning and socio-emotional adjustment. (5) Social and individual frame factors in second language acquisition: Comparative aspects'' considers a number of variables in the two language learning situations described above. It is concluded that different levels of measurement of language functions such as the physical, psychological, neuro-physiological, neurological, educational, and linguistic levels, should be regarded as complementary, not exchangeable. (Author/MHP)

ED 166 948 FL 009 995

Svensson, Lennart

Some Notes on a Methodological Problem in the Study of the Relationship Between Thought and Language: Describing the Thought Content in Terms of Different Conceptions of the Same Phenomenon. Reports from the Institute of Education, University of Goteborg, No. 69.

Goteborg Univ., Molndal (Sweden). Inst. of Education.

Pub Date-Sep 78

Note-22p.; Paper presented at Association Scandinave de Linguistique Appliquee (Sodertalje, Sweden, October 6-8, 1978)

Language-Swedish; English

Pub Type- Information Analysis (070) () - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Abstraction Levels, Abstract Reasoning, *Cognitive Processes, Comparative Analysis, Cross Cultural Studies, Dialects, *Language Processing, Language Research, Language Styles, Language Universals, *Linguistic Theory, Neurolinguistics, *Psycholinguistics, Research Problems, *Sociolinguistics

This paper considers the problem of differentiating thought and language in a way that makes it possible to relate them to each other. The analysis covers approaches of sociolinguistic research, different models of language and cognitive functioning within psychology and linguistics, the cybernetic approach, and psycholinguistic analyses. A common approach has been to consider similarities and differences between languages and between cultures in thinking and linguistic forms. More recently, this approach has been extended to include comparisons between subcultures, social classes, and dialects. Another approach has more directly focused on the relation between units of thought and linguistic units. Problems associated with comparisons between languages and cultures and with focusing on linguistic form are discussed. To illustrate the problem of differentiating thought and language, a few examples involving written answers to questions about the meaning of a text are presented. It is concluded that to obtain an understanding of the relation between language and thought, one should study the successive change of conceptions and the use of linguistic forms and the interplay between such changes. Descriptions of the relation between thought and language should be made within a learning or development perspective. A Swedish translation of a portion of the text is appended. (SW)

ED 166 949 FL 010 005

Johnson, Dora E. And Others

Languages of Sub-Saharan Africa. A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Contract-300-75-0201
Note-94p.; Marginally legible due to small print
Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 ($3.95 each fascicle; complete set of 8, $26.50)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adult Education, *African Languages, Afrikaans, Afro Asiatic Languages, Bantu Languages, Dialects, *Dictionaries, Grammar, Indonesian Languages, *Instructional Materials, Language Classification, *Language Instruction, Language Variation, *Reading Materials, Second Language Learning, Somali, *Uncommonly Taught Languages
Identifiers-Interior African Languages, Khoisan, *Sub-Saharan African Languages, West African Languages

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of Sub-Saharan Africa. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped according to the following classifications: Germanic; Languages of Ethiopia and Somalia; Languages of West Africa; Bantu Languages; Khoisan; Languages of Interior Africa; and Malayo-Polynesian. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/AMH)

ED 166 950 FL 010 006

Johnson, Dora E. And Others

Languages of North, Central, and South America. A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 76

Contract-300-75-0201

Note-69p.; Marginally legible due to small print

Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 ($3.95 each fascicle; complete set of 8, $26.50)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adult Education, *American Indian Languages, Cherokee, Cree, Dialects, *Dictionaries, Eskimo Aleut Languages, *Instructional Materials, Language Classification, *Language Instruction, Language Variation, Mayan Languages, *Reading Materials, Second Language Learning, *Uncommonly Taught Languages, Uto Aztecan Languages

Identifiers-Algonquin, Andean Equatorial, Cjobcjam, Ge Pano Carib, Hokan, Keres, Na Dene, Oto Manguean, Penutian, Siouan, Tarascan

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of North, Central, and South America. It is one of eight fascicles which constitute a revision of A Provisional Survey of Materials for the Study of the Neglected Languages'' (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped under the general headings of North and Central America, and South (and Lower Central) America. Languages are further classified under the following headings: Arctic, Azteco-Tanoan, Macro-Algonquin, Macro-Siouan, Na-Dene, Hokan, Oto-Manguean, Penutian, Keres, Tarascan, Andean Equatorial, Macro-Chibchan and Macro Ge-Pano-Carib. Under each language heading, the items are arranged as follows: (1) teaching materials, (2) readers, (3) grammars, and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/AMH)

ED 166 951 FL 010 010

Tannen, Deborah
An Informally Annotated Bibliography of Sociolinguistics.
Pub Date-Apr 78
Note-55p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Anthropological Linguistics, *Discourse Analysis, Ethnography, *Linguistic Theory, *Nonverbal Communication, *Pragmatics, *Sociolinguistics, *Speech Communication, Verbal Communication
Identifiers-Conversation, *Nonverbal Analysis, *Therapeutic Discourse

This annotated bibliography of sociolinguistics is divided into the following sections: speech events, ethnography of speaking and anthropological approaches to analysis of conversation; discourse analysis (including analysis of conversation and narrative), ethnomethodology and nonverbal communication; sociolinguistics; pragmatics (including speech acts in linguistics); and therapeutic discourse. (SW)

ED 166 952 FL 010 020

Peters, Henry
Nay'nadelighe I'ghaen Dghat'aen'den (The War at Nay'nadeli).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-77
Note-25p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.25)
Language-English; Athapascan
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Elementary Secondary Education, *Folk Culture, *Language Instruction, *Reading Instruction, *Tales, Uncommonly Taught Languages
Identifiers-Alaska

This reader is intended for use in a bilingual education setting and is geared towards students who are competent speakers of Ahtna Athabaskan with knowledge of the writing system. It is an historical account of a battle and its aftermath from the Cantwell area. It includes an interlinear English translation and a free English translation. (AMH)

ED 166 953 FL 010 037

Brown, H. Douglas

The Good Language Teacher: Coping With the Effect of Affect. CATESOL Occasional Papers, No. 4.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-78

Note-7p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Affective Behavior, Behavior Patterns, Cognitive Development, *Language Instruction, *Language Teachers, Learning Theories, Psycholinguistics, *Second Language Learning, *Student Characteristics, *Teacher Characteristics, Teacher Role, Teaching Methods

Recent research that has attempted to define the good language learner can also yield information about the good language teacher. While it remains clear that there is much variation among learners, the following characteristics have been distinguished as identifying the good language learner: (1) field independence in classroom or tutored learning; (2) field dependence or empathy; (3) meaningful communication; (4) use of feedback; (5) optimal social distance with regard to the native and target cultures; and (6) self-esteem. By implication, the good language teacher can be said to: (1) be able to deal with field independence; (2) respond to the student with empathy; (3) insure the presence of meaningful communicative contexts in the classroom; (4) provide optimal feedback; (5) be sensitive to sociocultural alienation; and (6) encourage self-esteem in the student. (AM)

ED 166 954 FL 010 045

Smith, Philip D., Jr.

A Home-Language Free Adult Pre-Vocational Audio-Visual Course in English-as-a-Second Language.

West Chester State Coll., Pa. Center for Language Research and Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-498AH60040
Note-619p.; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$1.16 HC-$32.81 Plus Postage.
Descriptors-Adult Education, *Adult Students, *Audiovisual Instruction, Career Development, Course Content, *Course Descriptions, Dialogue, *English (Second Language), Grammar, Instructional Films, Language Instruction, Phonology, *Prevocational Education, Speech Communication, Vocabulary

A pre-vocational English-as-a-second language course for adults was developed for the non-native speaker based upon the following assumptions: the teacher does not have to speak the language of the student; students in a class do not have to speak each others' language; the teacher need not be professionally trained in the field of teaching ESL; and since meaning must be conveyed through the use of visuals, the text is not to be used without the accompanying filmstrips. The teacher's manual, based on the audiovisual language approach developed at the Center for the Research and Training of the French Language in France, contains: an overview of the nature of language, the audiovisual method, four stages of teaching, American-English phonology, arrangements of the classroom and vocabulary for the classroom; instructions for implementing the basic dialogue curriculum units; lesson plans for units; an outline of the grammar content of each unit; an approach to the written language through teaching dictations; dialogue material; instructional games; an index of vocabulary; sections on ``How to Use the Telephone,'' ``How to Get a Job,'' and ``How to Write a Resume''; occupational outline summaries; and a sample of a vocationally centered reading selection. The course includes 16 basic core English units and supplementary vocationally-oriented vocabulary units. An instructor's guide to supplemental filmstrip lessons on basic English reading is included. (SW)

ED 166 955 FL 010 048

Tinkler, Trevor

Learning to Teach Listening Comprehension.

Pub Date-78

Note-10p.; Paper presented at the International Conference of International Association of Teachers of English as a Foreign Language (10th, London, England, 1978); Not available in hard copy because of marginal legibility of the original document

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Applied Linguistics, Comprehension Development, English (Second Language), Higher Education, *Language Instruction, Language Skills, Language Teachers, *Learning Activities, Learning Difficulties, *Learning Processes, *Listening Comprehension, Listening Skills, *Methods Courses, Secondary Education, Second Language Learning, *Teacher Education, *Teaching Methods

This article describes a course in listening comprehension methodology in a College of Education in Holland. The main concern of the article is to examine the teacher-trainer's organization of the students' learning process. The course is divided into three sections: (1) group discussion of the concept of listening comprehension; (2) discussion of listening comprehension difficulties encountered by Dutch students; and (3) presentation and discussion of listening comprehension demonstration lessons by students. The question of how students best learn to teach listening comprehension is answered in terms of course structure, the teacher's actions in the class, and the techer's attitudes and sensitivity to the students. It is claimed that some of the positive features of the learning process organization should be applicable to similar educational situations outside Holland. A brief description is included of some of the materials and methods developed by the students for listening comprehension instruction on the secondary level. (Author/AMH)

ED 166 956 FL 010 060

Study of Foreign Languages and Related Areas: Federal Support, Administration, Need. Comptroller General's Report to the Congress of the United States.

Comptroller General of the U.S., Washington, D.C.

Pub Date-Sep 78

Note-58p.

Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, NW, Washington DC 20548 (Free)

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Area Studies, *Educational Administration, Educational Finance, *Federal Aid, Federal Regulation, Financial Support, Government School Relationship, Higher Education, Language Enrollment, *Language Instruction, *Language Programs, Needs Assessment, *Uncommonly Taught Languages

Identifiers-*National Defense Education Act 1958

A review of Government support of foreign language and area studies programs in institutions of higher education investigated funding, administration, and need. Since 1968, overall enrollments in the study of modern foreign languages have fallen, but enrollments in the needed'' languages, those supported by Title VI of the National Defense Education Act of 1958, have increased. During the last several years, the Congress has provided a stable level of Federal funding with slightly increasing levels to offset inflation. Federal managers have succeeded in making important improvements in the programs during the past several years, but additional administrative improvements are needed. General Accounting Office (GAO) recommends that the Secretary of Health, Education, and Welfare require the Office of Education to: (1) visit at least once every 2 years each of the 80 centers at institutions of higher education receiving Title VI grants; (2) prepare and distribute to center officials and other appropriate parties a bi-annual report containing helpful lessons learned'' based on center reports and visits to centers; (3) provide feedback reports to the centers at least once a year on their reports to the Office of Education; and (4) develop a system to evaluate the effectiveness of the program providing starter grants to new international studies projects. It was discovered that program managers are faced with the problem of determining the national needs for the study of foreign languages and related areas. (SW)

ED 166 957 FL 010 061

Ainsa, Serge M.
Illustrated French Idioms.
Pub Date-77
Note-94p.; Paper presented at Arizona Foreign Language Association Conference (Arizona, 1977)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Communicative Competence (Languages), *Expressive Language, *French, Grammar, Higher Education, *Idioms, Illustrations, *Language Instruction, Language Patterns, Language Usage, Nominals, Proverbs, Secondary Education, Second Language Learning, *Verbs, *Vocabulary, Word Lists

Designed to promote an awareness of the everyday French language, this supplementary textbook was developed to enable students of French to use idiomatic expressions from the early learning stages to the more advanced levels. The units are arranged as follows according to the verb component of the expression: ``avoir,'' ``etre,'' ``faire,'' the three regular verb groups, irregular verbs and reflexive verbs. Each expression has a corresponding pen-and-ink illustration of the literal meaning to facilitate its memorization and to increase the student's vocabulary. At the end of the text, there is an English-French and a French-English dictionary including verbs from the illustrated sections and other popular idiomatic expressions not contained in those sections. Because of its structure, this textbook can be used for enrichment with any basic French language textbook. (Author/AMH)

ED 166 958 FL 010 063

Beardsley, Barbara And Others

ONTERIS Printed Index. Cumulated Subject/Author Index to Volumes 1 and 3.

Ontario Dept. of Education, Toronto.
Pub Date-78
Note-339p.; For related documents, see FL 010 064-065.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 Canada ($3.00).
Pub Type- Reference Materials - Bibliographies (131) ()
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Boards of Education, *Citation Indexes, *Data Bases, Documentation, *Education, *Educational Research, *Educational Resources, Educational Technology, Elementary Secondary Education, *Information Dissemination, *Information Retrieval, Permuted Indexes, Postsecondary Education, Subject Index Terms
Identifiers-Canada, Ontario, *ONTERIS

ONTERIS is a computerized information retrieval system in education located in Canada. An alphabetical subject index and an author index to ONTERIS Abstracts,'' Volumes One and Three are presented here. In addition, an introductory section on the following topics is included: (1) an explanation of the 1978 editions of ONTERIS Abstracts'' and of the present volume which supersedes Volume 2; (2) background to ONTERIS; (3) the coverage of the abstract volumes; (4) a description of the style and form of the abstracts; (5) an explanation of the alphabetical subject index which was produced by PRECIS (Preserved Context Indexing System); (6) a sample ONTERIS record and explanation of the terms used; (7) a glossary of types of studies; (8) availability information; (9) microfiching information; (10) discussion of future expansion; (11) the question of a French language version; (12) information on machine retrieval by ISIS; (13) acknowledgements; and (14) an evaluation form. (AMH)

Beardsley, Barbara And Others
ONTERIS Abstracts. Volume 3.
Ontario Dept. of Education, Toronto
Pub Date-78
Note-577p.; For related documents, see FL 010 063-065.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 Canada ($4.00)
Pub Type- Reference Materials - Bibliographies (131) ()
EDRS Price MF-$1.16 HC-$31.47 Plus Postage.
Descriptors-Boards of Education, *Data Bases, *Documentation, Education, Educational Programs, *Educational Research, *Educational Resources, Educational Technology, Elementary Secondary Education, *Information Dissemination, *Information Retrieval, Postsecondary Education
Identifiers-Canada, Ontario, *ONTERIS

ONTERIS is a computerized information retrieval system in education located in Canada. This volume contains resumes of 740 documents, numbered ON00627 to ON01367. In addition to current Ministry of Education and Toronto area board research reports, the coverage includes reports from school board research units across the province, Ontario Educational Communications Authority (OECA) reports, reports from the Ontario Institute for Studies in Education (OISE) not funded by the Ministry, and a few from the Ontario Educational Research Council (OERC). Each resume provides bibliographical data, descriptors, availability information, an abstract or annotation, cross references where applicable, and information regarding the source of the document. Computer searches of the ONTERIS Data Base are available through the Educational Information System for Ontario (EISO). (Author/AMH)

ED 166 960 FL 010 065

Beardsley, Barbara And Others
ONTERIS Abstracts. Volume 1 (Revised).
Ontario Dept. of Education, Toronto.
Pub Date-78
Note-628p.; For related documents, see FL 010 063-064.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 Canada ($5.00)
Pub Type- Reference Materials - Bibliographies (131) ()
EDRS Price MF-$1.16 HC-$34.15 Plus Postage.
Descriptors-Boards of Education, *Data Bases, *Documentation, Education, Educational Programs, *Educational Research, *Educational Resources, Educational Technology, Elementary Secondary Education, *Information Dissemination, *Information Retrieval, Postsecondary Education
Identifiers-Canada, Ontario, *ONTERIS

ONTERIS is a computerized information retrieval system in education located in Canada. This volume contains resumes of the first 626 documents collected and indexed for the system. It covers all research produced up to 1976 by the research units of the eight boards of education in Metropolitan Toronto and other research funded by the Ontario Ministry of Education. Each resume provides bibliographical data, descriptors, availability information, an abstract or annotation, cross references where applicable, and information regarding the source of the document. Computer searches of the ONTERIS Data Base are available through the Educational Information System for Ontario (EISO). (Author/AMH)

ED 166 961 FL 010 067

1977-78 Evaluation of the Title VII Bilingual Program Project Exito at the Ann Street Bilingual School of Hartford, Connecticut.

Hartford Public Schools, Conn.

Pub Date-Oct 78

Note-76p.

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Achievement, *Bilingual Education, Course Descriptions, Cultural Awareness, Curriculum Design, Educational Objectives, Elementary Education, *English (Second Language), *Federal Programs, Language Teachers, Multicultural Education, Parent Attitudes, *Spanish, Student Attitudes, *Student Evaluation, *Teacher Evaluation

Identifiers-Ann Street Bilingual School CT, *Elementary Secondary Education Act Title VII

Evaluation results for Hartford, Connecticut's 1977-78 Title VII Bilingual Education Program at Ann Street School are presented. Student and staff accomplishments, a section on selected curricular activities, a restatement of the 1977-78 results in terms of the Title VII proposal objectives, and conclusions and recommendations for consideration of the bilingual school staff are presented. Information is provided on: (1) student accomplishments for grade levels kindergarten through grade six; (2) achievement compared to national norms and previous year results; (3) consecutive years results compared to national norms; (4) student attitudes toward school subjects; (5) student views of their school progress; (6) student aspirations beyond high school; (7) parent aspirations for their children and views about instruction and enrichment activities; (8) instructional time for English and Spanish language arts; and (9) student school attendance. Information on staff accomplishments concerns college credits earned by teachers; conferences and workshops attended by teachers; after school activities and community services of teachers; college and inservice credits earned by paraprofessionals; conferences and workshops attended by paraprofessionals; parent visits to classroom; and teacher visits to homes of students. The curricular activities described include the science curriculum project, the bilingual school science fair, and famous black Americans. Results and interpretations of five Title VII proposal objectives are presented, and sample student and parent questionnaires and supplementary materials are attached. (SW)

ED 166 962 FL 010 068

Oskarsson, Mats
Approaches to Self-Assessment in Foreign Language Learning.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-78
Note-61p.
Available from-Council of Europe, F-67006 Strasbourg. CEDEX, France
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Adult Students, *Educational Accountability, Educational Assessment, Evaluation Methods, Foreign Countries, Language Instruction, Language Proficiency, *Language Programs, *Language Tests, Listening Comprehension, Reading, *Second Language Learning, *Self Evaluation, Student Evaluation, Verbal Ability, Writing Skills
Identifiers-Finland, France, Israel, *Sweden

This study was designed to outline possible forms of guided self-assessment in adult language learning and to suggest steps that might be taken in order to further develop methods judged to be suitable for use within the European unit/credit scheme for foreign language learning by adults. The report includes a review of relevant literature and research activities, a survey of practices in various educational institutions in Scandinavia and elsewhere, concrete suggestions for self-assessment materials, and a description of field experiments with those materials. Additionally, proposals for further research and practical development work are made. Research activities in Sweden, France, Israel, and Finland are outlined. In March 1977 a questionnaire requesting information about self-assessment practices was sent to 120 Swedish educational institutions and organizations providing foreign language instrucion for adults. The most common form of self-assessment, apart from the self-assessment element inherent in most types of structured exercises with model answers, consisted of ordinary paper-and-pencil tests that the learner scores himself with the help of an overlay stencil or an answer key. A guidance test for university and college students and use of self-instructional and self-assessment materials in research projects in Sweden are discussed. Suggestions on self-assessment materials concern standardized forms, assessment in relation to individual goals, standardized forms based on threshold level, self-assessment by means of formal tests, and informal self-assessment. Self-assessment forms are included. (SW)

ED 166 963 FL 010 069

Hobbs, Jerry R. Robinson, Jane J.
Why Ask?
Stanford Research Inst., Menlo Park, Calif.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-78
Contract-N00039-78-C0060
Note-15p.; Paper presented at the annual meeting of the Linguistic Society of America (Summer 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication (Thought Transfer), *Discourse Analysis, *Information Theory, Language Patterns, *Language Research, *Language Usage, *Linguistic Theory, Pragmatics, Speech, Speech Communication
Identifiers-*Answers, Conversation, *Questions

The study reported in this paper addresses the problem, "What makes an answer appropriate?'' The claim is made that an appropriate answer must address the goals of the question either directly or indirectly. The conditions of the experiment were dialogues between an expert and an apprentice who were repairing an appliance. In the dialogues, three cases of indirect answers are distinguished: (1) the response, though indirect, answers the question asked; (2) the response denies a presupposition of the question; and (3) the answer responds to higher goals the questioner was trying to achieve. Detailed analysis of the dialogues shows that one needs knowledge about the task, the role of the participants, and communication goals in order to construct appropriate answers. As a result of the investigations, it is proposed that an answer is appropriate if it provides some information that allows the questioner to achieve the goals he or she had in mind in asking the question. (Author/AMH)

ED 166 964 FL 010 070

Savage, Alicia P. Terry, Louise

A Comparative Study of Four Adult Programs in English as a Second Language in Postsecondary Institutions.

Pub Date- 78

Note-30p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Education, Adult Programs, Classroom Techniques, Comparative Analysis, Educational Objectives, *English (Second Language), Higher Education, *Language Instruction, *Language Programs, Needs Assessment, Program Administration, Program Evaluation, *Second Language Learning, Student Characteristics, *Teaching Methods

A descriptive analysis is presented of four New York area adult programs in English as a second language or English to speakers of other languages. The following characteristics of the programs are identified: student constituencies, program goals and objectives, methods of needs assessment, program design (formats and methods), classroom dynamics and program management. Information was obtained through interviews with program administrators and faculty, informal talks with students, classroom observations, and examination of program literature and course materials. The programs that were evaluated are as follows: the American Language Program at Columbia University, the American Language Institute at New York University, the English Language Center at LaGuardia Community College of the City University of New York, and the Economic Opportunity Center of Westchester under the auspices of Westchester Community College of the State University of New York. All of the programs had been in existence for at least three years, were noncredit, met at least for the equivalent of a college semester, and had sequentially organized series of courses within a prescribed curriculum. The similarities and differences among these programs are analyzed and a summary of tentative findings are presented. (SW)

ED 166 965 FL 010 071

Kreidler, Charles W.
Creating New Words by Shortening.
Pub Date-78
Note-27p.; Paper presented at the Interdisciplinary Conference on Linguistics (4th, Louisville, Kentucky, April 8, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Abbreviations, *American English, *English, Generative Phonology, Language Patterns, *Language Usage, Morphology (Languages), *Orthographic Symbols, Phonological Units, Semantics, Speech Habits, Syllables, *Vocabulary, Writing
Identifiers-*Acronyms

The reduction of existing lexical items to shorter forms has generally been discussed under the headings of ``acronyms,'' ``back-formations,'' and ``clippings.'' Two kinds of acronym are found, the letter-naming type (e.g. FBI, YMCA) and the letter-sounding type (e.g. UNESCO, CARE). The latter type must be pronounceable within the phonotactic norms of the language; thus it may coincide with an existing word, and sometimes the coincidence is favored for the semantic association. The term ``back-formation'' has been applied to instances in which an apparent suffix has been removed (e.g. edit from editor) and ``clipping'' to instances in which the matter removed is not a morpheme (e.g. gym from gymnasium). This paper suggests that such a distinction is not valid and uses the term ``clipping'' for both. Clipping occurs mainly because people like to play with language and because language has redundant matter which can be deleted. On the phonological side, certain preferences are seen: (1) the clipped form is more likely to be from the beginning of the source form than from the end or middle; (2) it falls into one of a small number of patterns; and (3) it shows all the phonological constraints which exist for longer words. Grammatically and semantically, various innovations are possible: the clipped form may be identical in meaning and function with the source form, it may be more restricted, or it may have a broader meaning and/or a wider grammatical function. (Author/AMH)

ED 166 966 FL 010 075

Nostrand, Howard Lee

American Civic Issues in the Light of European Experience.

Washington Univ., Seattle.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-78

Note-125p.; For related document, see ED 146 811

Pub Type- Reports - General (140) - Collected Works - General (020)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Adult Development, Adult Education, *Communism, Comparative Analysis, Cultural Differences, Cultural Interrelationships, European History, Foreign Countries, Gerontology, Health Insurance, Health Programs, *Health Services, *Humanities, Industrial Relations, *Labor Problems, Language Programs, *Language Role, Older Adults, Psychological Needs, Senior Citizens

Identifiers-Europe (West), Washington (Seattle), *Youth Hostels

A second series of discussions of American civic issues in the light of European experience is summarized. The overall topics were: the third age of life as a resource in a community, health care, western Eurpoean communism, labor-management co-determination, language education, and the question of whether youth hostels should be subsidized in Washington State. The contributions in the first section include: The Humanities and the Elderly'' by Frances B. Nostrand; Attitudes Toward Aging and Dying in Germany'' by Inge Anderson; Psychogeriatric Care in England'' by Denise A. Klein; Resources for the Resourceful Elderly'' by Marthanna Veblen; and Toward a More Creative Integration'' by Carl Eisdorfer. The second section includes: Social Values, Technology and Health Care in the United States'' by Jeanne O. Benoliel; Problems in the European Systems'' by Denise A. Klein; Remarks on Health in France and the United States'' by Jean-Paul Dumont; The British Health System'' by Paul Beeson; Canadian Health Care'' by Jack R. Cluck; What Kind of National Health Program for the United States'' by Dolores E. Little; and two articles by Lyle Mercer about health care and health insurance. The articles in the category of Western European Communism'' are written by Katia Walker, Victor Hanzeli, Abraham C. Keller, James Moceri, and Alberto Jacoviello. The articles in the section Labor Management Co-determination'' are written by Sherry McLeod, Philip Kienast, Louis O. Stewart, Borje O. Saxberg, Frederic Robert, Dean E. Frease, Melvin Rader, Cornelius J. Peck, and Jay Higbee. The articles in Language Education'' are written by Suzanne Ricard, John McFarland, and Howard L. Nostrand. The articles in Should Youth Hostels be Subsidized in Washington?'' are written by Joan Stoltenberg, Damian Bakewell, Joshua Lehman, Tim Hill, and Eleanor Lee. Summaries of discussion sessions and reading lists are included. (SW)

ED 166 967 FL 010 076

Greene, Jennifer E.

Inferencing in a Standardized Reading Comprehension Test.

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date-78

Note-19p.; Paper presented at the meeting of the Linguistic Society of America (Summer 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Achievement Tests, Elementary Secondary Education, Error Analysis (Language), Item Analysis, Language Skills, Objective Tests, *Reading Comprehension, *Reading Tests, *Standardized Tests, Testing, Testing Problems, Test Interpretation, *Test Validity, *Test Wiseness

Identifiers-*Iowa Tests of Basic Skills

This paper reports an investigation of inferencing in Form Five of the Reading Comprehension component of the Iowa Tests of Basic Skills. The first step in the investigation consisted of an analysis of the language of the test to determine how the inferencing strategies employed might serve to mask answers. This preliminary analysis suggested that conflicting strategies available for answering a given question might make it difficult for students to determine the strategy for which the test would credit them. A second stage of the study focussed on a comparison between the observations made in step one and students' perceptions of ambiguities in the test. Six children each in grades three, five and seven representing a spread of reading ability and verbal skills were interviewed within a month following administration of the test. While their ability to talk about the ambiguities varied, they did detect them. This investigation led to the conclusion that while the test necessitates reading comprehension, it really measures the particular language skills possessed by test-wise children. (Author/AMH)

ED 166 968 FL 010 077

Doyle, Terry Kuhn, Michel
Notes to Accompany the BBC Television Series: Tele-France.
Centre for Information on Language Teaching, London (England).
Pub Date-77
Note-68p.; Some small print may be marginally legible
Language-English; French
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors-Audiovisual Communication, *Cultural Education, Educational Programs, *Educational Television, *French, *Language Instruction, Listening Comprehension, *Second Language Learning, Teaching Methods, *Television Curriculum, Television Teachers

These notes are designed to accompany a series of 10 British Broadcasting Corporation (BBC) television programs intended to give persons already familiar with French, an insight into aspects of contemporary Francophone societies. The programs revolve around various themes: (1) numbers and letters; (2) words and meanings; (3) eating patterns; (4) nutrition and beauty; (5) bicycling; (6) fashion; (7) the daily routine; (8) ecology and pollution; (9) some regions of France; and (10) French outside of France. The notes provide ideas for teachers and viewers to prepare for and follow up on these programs. Each chapter contains a program summary, a key to the extracts, selected transcripts, suggestions for exploiting the programs, and an information resource list. A list of general resources is appended. (AM)

ED 166 969 FL 010 080

Woods, Howard B.

Sound Production; H and the Elimination of the "Intrusive H."

Pub Date-76

Note-30p.

Available from-Supply and Services Canada, Publishing Centre, Ottawa, K1A 0S9 Canada ($.80)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Students, *Articulation (Speech), Distinctive Features, *English (Second Language), French, Language Instruction, *Phonetics, Phonology, *Pronunciation, *Pronunciation Instruction, *Second Language Learning, Vowels

Identifiers-Interlanguage

This booklet, part of a course for teaching English to adult Francophones, is designed to assist the student in learning to produce the "h" sound in English and to eliminate the "intrusive h," replacing it with the glottal stop. Sections one and two describe the interlanguage situation for each case, present techniques to guide the student's pronunciation of the English sounds, and provide background information to explain the reasons underlying these difficulties. Section three contains practice sentences for both difficulties. (AM)

ED 166 970 FL 010 082

Valdes Fallis, Guadalupe, Ed. Garcia-Moya, Rudolfo, Ed.
Teaching Spanish to the Spanish Speaking: Theory and Practice.
Pub Date-76
Note-181p.
Language-Spanish; English
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Bilingual Education, Bilingualism, Bilingual Students, Grammar, *Language Instruction, Language Role, Language Tests, *Language Variation, Mexicans, Native Speakers, Nonstandard Dialects, Phonology, Pronunciation, Puerto Ricans, *Regional Dialects, *Spanish, *Spanish Speaking, *Standard Spoken Usage, Vocabulary

Identifiers-Mexico, Puerto Rico

This volume gathers a sampling of educators' ideas on the issue of the role of the non-standard dialect in the teaching of Spanish to Spanish speakers. Part one, Rationale for the Teaching of Spanish to the Spanish Speaking,'' deals with philosophy and theory and contains papers by Guadalupe Valdes Fallis and Nasario Garcia. Part two, Linguistic Description of Dialects,'' contains papers by Tracy Terrell, Jorge M. Guitart, and Edwin Blanco. Part three, Methods and Techniques,'' contains papers by Rosaura Sanchez, Rosa F. Mines, Rodolfo Garcia-Moya, Anthony Girard Lozano, and Sergio D. Elizondo. Part four, Evaluation,'' consists of papers by Richard E. Baecher, Janet D. Ziegler, Charles W. Stansfield, and Daniel N. Cardenas. The papers address the state of the art of Puerto Rican Spanish in the Eastern United States as well as Chicano Spanish in the Southwest. (AM)

ED 166 971 FL 010 083

Ingram, D. E.

The Case for a National Language Policy in Australia.

Pub Date-Oct 78

Note-29p.; Paper presented at the State Conference of the Modern Language Teachers Association of South Australia (Adelaide, Australia, October 27, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Bilingual Education, Cultural Factors, *Cultural Pluralism, Educational Policy, Elementary Secondary Education, Higher Education, Interpreters, *Language Attitudes, *Language Planning, Language Programs, *Language Role, Language Skills, Multicultural Education, *Multilingualism, National Programs, Official Languages, *Policy Formation, Public Policy, Social Factors, Translation

Identifiers-*Australia

The present state of language programs in Australia, the lack of a coherent language policy, important considerations for developing a national language policy, and long-term outcomes of a language policy are considered. Australia needs to consider the role of languages in society and the society's need for language skills. Among the present conditions are: declining language enrollments, lack of bilingual education instruction, poor translation and interpreter services, and reduced employment opportunities for adults who lack English skills. There has been a failure to respond to the nation's linguistic diversity. The interaction of cultures will be affected by the country's language policy. It must be decided whether multiculturalism also means multilingualism, and ways of developing favorable cross-cultural attitudes must be analyzed. In planning, a clearly defined and nationally accepted proficiency scale is needed. Adoption of the national language policy entails a statement of national belief in certain cultural, linguistic, and social values, and the policy must be embodied in legislation to guarantee linguistic and cultural rights. Adoption of a national language education policy is necesssary for the success of a national language policy. (SW)

ED 166 972 FL 010 084

Jacobson, Rodolfo

Interlanguage as a Means of Ethno-Cultural Identification.

Pub Date-78

Note-20p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, August 14-18, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bilingualism, *Cultural Factors, Cultural Interrelationships, English (Second Language), Ethnicity, Grammar, *Interference (Language Learning), Language Development, Language Dominance, *Mexican Americans, Minority Groups, Nonstandard Dialects, Phonology, Psycholinguistics, *Sociocultural Patterns, *Socioeconomic Influences, Sociolinguistics, Spanish Speaking, Standard Spoken Usage, Suprasegmentals

Identifiers-*Interlanguage

This article explores the hypothesis that members of a minority group whose language is other than English are fossilizing their second language patterns in an effort to retain stronger ties with their native culture. An investigation is conducted in which eight undergraduate students of the University of Texas at San Antonio have served as fieldworkers and elicited speech samples from Mexican-American and Anglo-American informants. The data shows that the (lower) middle class Mexican-Americans develop a high degree of sensitivity toward bidialectal strategies; they tend to stress their non-native English features when they are talking to their peers and approximate native English features when they are addressing members of the mainstream population. This situation is described as being the result of a triple continuum of culture, socio-economic status, and language in the sense that only the lower middle class Mexican-American activates the interethnic pendulum that allows him to relate to Hispanic as well as Anglo values. Bibliographical data of the fieldworkers are appended. (Author/NCR)

ED 166 973 FL 010 092

Blaubergs, Maija S.

Misunderstanding the Need for Eliminating Sexism in Language.

Pub Date-74
Note-24p.; Paper presented at the meeting of the Linguistic Society of America (50th, New York, December 30, 1974)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Change Strategies, *Feminism, *Language Attitudes, Language Patterns, Language Role, *Language Usage, Psycholinguistics, Sex Fairness, *Sex Stereotypes, *Sociolinguistics, Standard Spoken Usage, Written Language

Parallels between processes in society and in language are drawn in this analysis of problems involved in eliminating sexism in language. The paper is organized as follows: varieties of sexism in language are outlined; the linguistic notion of marking is applied to the sexist structures; psychological aspects of such marking are considered; suggestions for change as well as ongoing change in some idiolects are reviewed; and the misunderstandings related to the proposed and ongoing changes and the accompanying ridicule by linguists and others are discussed. Three kinds of sexism in language are described, and the paper focuses on a type of sexism where the masculine form as the generic occurs. The linguistic notion of marking involves the idea that if one member of a pair is unmarked, that member is then the more natural one and is closer to the ideal or the norm of the unchanged state. The marked member of a pair is seen as the exception and as the more unnatural form. The psychological aspects of continued usage of sexist terms, particularly the presumed markedness of the feminine forms in most contexts, are reviewed. Most of the ongoing changes in idiolects that are related to sexism in language are changes in usage. Many alternative recommendations for structural change have been made, particularly for the pronoun system. Suffixes used to specify the sex of the referent and circumlocutions also have been suggested to circumvent the problem. The analysis includes examples of language usage. (SW)

ED 166 374 FL 010 094

Esau, Helmut Yost, Carlson
Measuring Writing Ability with the Cloze Test is not Closed.
Pub Date-78
Note-11p.; Paper presented at the meeting of the Linguistic Society of America (Urbana, Illinois, Summer 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Cloze Procedure, College Freshmen, *Composition Skills (Literary), English, *English Instruction, Essay Tests, Higher Education, Language Ability, Language Skills, Testing, *Tests, *Verbal Ability, *Writing Skills

This paper describes an experiment that was undertaken to examine the usefulness of the cloze test as an objective measure of a native speaker's writing ability. A modified version of the cloze test used by Oller and others to measure integrative language skills in non-native speakers was given to 100 freshman English students. The test incorporated the following features: (1) a procedure of selective deletion; (2) a requirement that the responses fit not only the immediate sentence context but also the overall tone of the passage; (3) the possibility of three credit values for each response: full, partial, or none; and (4) the use of a mathematical weighting procedure to distinguish different slot values. These modifications permitted fine distinctions relating to syntactic fit, semantic fit, and coherence/unity fit, (overall organization). In addition to the cloze test, the students were required to write an essay on a topic related to that of the cloze passage. The scores showed no significant correlations although the ranking order on the cloze tests matched the ranking order for the essays. It was hypothesized that the cloze test was measuring verbal ability, not overall writing ability. Future plans include comparison and analysis of the students' cloze scores with their standard placement test reading and vocabulary scores. Samples of cloze passages and student essays are attached. (Author/AMH)

ED 166 975 FL 010 095

The Educational Disadvantage of Language-Minority Persons in the United States, Spring 1976.

National Center for Education Statistics (DHEW), Washington, D.C.

Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Note-10p.; Not available in hard copy due to marginal legibility of original document

Available from-National Center for Education Statistics, 400 Maryland Ave., S.W., Washington, D.C. 20202

Pub Type- Numerical/Quantitative Data (110) - Collected Works - Serials (022)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, *Achievement Rating, *Bilingual Students, *Dropout Rate, *Educationally Disadvantaged, Elementary Secondary Education, English (Second Language), Ethnic Groups, *Low Achievers, *Minority Groups, National Surveys, Native Speakers, Spanish Speaking

This bulletin provides information on two educational disadvantages of language-minority persons in the United States based on an analysis of data from the nationwide Survey of Income and Education (SIE), conducted in the spring of 1976 by the Bureau of the Census. Language-minority persons were found to be educationally disadvantaged on two key measures: school grade attainment for age and drop-out rate. SIE findings for persons of Hispanic origin who usually speak Spanish show that on these measures, this group is even more disadvantaged than language-minority persons in the aggregate. In addition to summaries of some of the findings, data are presented on the percentages of students two or more years behind expected age-grade levels by ethnic origin and language characteristics and on the numbers and percentages of students age 6 to 20 in grades 1 to 12 who were below expected grade levels. Additionally, numbers and percentages of persons 14 to 25 years old who had not completed four years of high school and were not currently enrolled are also presented. Information is also presented on related reports. (SW)

ED 166 976 FL 010 096

Donahue, Frank E.

Reading as a Basis for the Development of Oral Skills in a First Year German Program.

Pub Date-77

Note-14p.; Paper presented at Modern Lanquage Association Convention (Chicago, Illinois, December, 1977).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*German, Grammar, Higher Education, *Language Instruction, Language Proficiency, Language Skills, Narration, Reading Comprehension, *Reading Instruction, Reading Skills, Second Language Learning, *Skill Development, Speech Communication, *Speech Skills, Student Attitudes, Teacher Role, *Teaching Methods, Vocabulary, Writing Exercises

This paper discusses a systematic strategy for developing oral skills from situational readings in a first year foreign language course. Aspects considered are: sequencing readings into the course, grammar component, vocabulary component, student preparation, outline of two day instructional treatments, the role of the teacher, and student tension. This approach leads students gradually from simple comprehension of situational reading material, often containing dialogue, through reinforcement of previously learned grammatical structures, expansion and review of students' active vocabulary, listening comprehension by means of paraphrasing, and pronunciation and intonation practice. The process culminates in a successful Nacherzahlung,'' or retelling of the story. Once the Nacherzahlung'' has been completed, students are prepared to relate their own interests, experiences, or desires which are related to the situation depicted in the readings. Suggestions for the successful implementation of this strategy are contained in the summary remarks. (Author/AMH)

ED 166 977 FL 010 098

Trivedi, H. C.

Teaching Communicative Skills in English as a Foreign Language to Post-Graduate Students.

Pub Date-78

Note-8p.; Paper presented at the international conference of the International Association of Teachers of English as a Foreign Language (April 11-14, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Students, *Communicative Competence (Languages), *Discourse Analysis, *English (Second Language), *English for Special Purposes, Higher Education, *Language Instruction, Language Programs, Languages for Special Purposes, Linguistic Competence, *Linguistic Theory

Identifiers-*India (Gujarat State)

This paper discusses three linguistic theories related to communicative competence and English for special purposes in terms of the needs of post-graduate students in Guyarti, India. First, Hymes' theory of communicative competence is understood to be advocating a wider concept of competence than Chomsky's theory. Hymes states that a normal child acquires knowledge of sentences, not only as grammatical but also as appropriate. Secondly, a theory of discourse analysis is examined. It proposes that the organization of concepts is manifested linguistically in connected sets of speech acts. For students to understand linguistic communication, the structures in discourse have to be identified and their functions determined. Third, Widdoson's views on English for Special Purposes focus on the need to devise teaching programs which will develop the ability to handle scientific/technical discourse in English. Widdoson mentions two approaches: the operational, or structural, and the theoretical, or linguistic. Criticism of these methods leads to the conclusion that they presuppose a high level of skill in logical thinking and ability in reading comprehension in English. Where these are lacking, experience has shown that these methods themselves become incomprehensible. (Author/AMH)

ED 166 978 FL 010 100

Kreuzer, Helmut
The Study of Literature.
Pub Date-78
Note-9p.; Paper presented at the Conference on New Methodologies in Foreign Language Teaching (Cedar Falls, Iowa, 1978); Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cultural Awareness, Higher Education, Independent Reading, *Language Attitudes, Language Enrichment, *Language Instruction, *Learning Motivation, *Literature Appreciation, *Reading Interests, Secondary Education, *Second Language Learning, Student Interests, Student Motivation

Literary instruction as a central element of language instruction for non-language majors at the secondary and college level is advocated to remotivate American students to learn languages. This approach is not directed at those who need oral skills, such as prospective language teachers, interpreters, and translators. It is suggested that more could be accomplished by teaching less: students would be taught just to read in the foreign language, using interesting and significant texts. Nonfiction texts and literary texts, including poetry, short stories, novels, and opera libretti, could impart an immediate historical and cultural knowledge and could provide the teacher opportunities to introduce information that would increase the understanding of the text and of its significance. A sensitivity to foreign culture is helpful not only for reading but has its own value and becomes a motivating factor in the language learning process. This concept of literature is broad enough to include an area of individual interest for every student and may result in a habit of reading that will continue beyond school years. The author's personal experiences as a student and the German language are used as examples. (SW)

ED 166 979 FL 010 102

Woods, Howard B.
Sound Production: Th.
Pub Date-76
Note-27p.
Available from-Supply and Services Canada, Publishing Centre, Ottawa, KIA 059 Canada ($.80)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Students, *Articulation (Speech), Consonants, Distinctive Features, *English (Second Language), French, Language Instruction, Phonemes, *Phonetics, Phonology, *Pronunciation, *Pronunciation Instruction, *Second Language Learning

This booklet, part of a course for teaching English to adult Francophones, is designed to assist the student in learning to produce the "th" sound in English. The voiceless and voiced "th" sounds are described, articulation techniques for both sounds are presented, and listening discrimination and production exercises are provided. A special section treats the difficulty of these sounds in consonant clusters. (AM)

ED 166 980 FL 010 105

Hoar, Nancy

Some Aspects of Language Development in Middle Childhood.

Pub Date-78

Note-15p.; Paper presented at the Meeting of the Linguistic Society of America (Urbana, Illinois, Summer 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Child Language, Children, *Cognitive Processes, *Language Development, *Language Processing, *Language Skills, *Language Usage, *Psycholinguistics, Semantics, Sentences, Syntax, Vocabulary Development

The middle childhood years are a period of refinement of the semantics and syntax acquired in the early years, of substantial metalinguistic development, and of subtle changes in actual processing strategies. In a study undertaken to determine how these three factors interact, children aged 6 to 11 were asked to produce and recognize paraphrases. Results showed: (1) syntagmatic processing of sentences declined with age, while paradigmatic, paraphrastic processing increased; (2) the effect of imaginal similarity upon semantic processing also declined, but was present at all ages; (3) lexical factors were more salient than syntactic factors and developmentally affected processing strategies; younger children focused upon individual words and made lexical substitutions while older children focused upon the entire set of content words in a sentence and made syntactic rearrangements; and (4) psycholinguistic demands affected information loss. Taken together, these findings integrate and extend previous developmental studies and studies of metalinguistics, and illustrate the Piagetian concept of decalage and the Brunerian concept of iconicity. (Author/AMH)

ED 166 981 FL 010 109

Lightbown, Patsy M. Barkman, Bruce

Interactions Among Learners, Teachers, Texts, and Methods of English as a Second Language. Progress Report, 1977-78.

Department of the Secretary of State, Ottawa (Ontario).
Pub Date-78
Note-154p.
Available from-TESL Centre, Concordia University, H-407, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, Canada H3G 1M8 ($7.50)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$8.09 Plus Postage.
Descriptors-*Class Activities, Classroom Communication, *Communicative Competence (Languages), Elementary Secondary Education, *English (Second Language), Instructional Materials, Interaction Process Analysis, *Language Instruction, *Language Tests, Language Usage, Second Language Learning, *Textbook Evaluation

The first year of a three-year longitudinal study of the English language development of 175 French-speaking elementary and secondary school students in Quebec, Canada, is described. The major study goals are: to obtain precise longitudinal information on ESL development; to describe aspects of classroom interaction, including language used by the teacher and language contained in teaching materials; and to examine the relationships between classroom interaction and learning. Study topics include: (1) group and individual progress toward native-like use of English in linguistic and communicative performance; (2) variability in learners' performance on the same linguistic elements under different conditions (e.g., classroom drill, oral interview, written task); (3) the effectiveness, at different stages in ESL development, of specific classroom activities; and (4) the specific effects of out-of-class exposure to English. During the first year, 70 hours of classroom interaction were recorded and transcribed. Language use questionnaires, initial oral interviews, a picture card description task, grammaticality judgment tests, cloze tests, and other measures were administered and partially analyzed. The major chapters in the report describe the work on learners' language, classroom interaction, and text analysis. (SW)

ED 166 982 FL 010 112

Birckbichler, Diane W. Omaggio, Alice C.

Diagnosing and Responding to Individual Learner Needs. CAL-ERIC/CLL Series on Languages and Linguistics, No. 60.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-12p.; This article is a revised version of a paper presented at Central States Conference on the Teaching of Foreign Languages (Columbus, Ohio, April 1977) ; Parts may be marginally legible due to small print
Journal Cit-Modern Language Journal; v62 n7 p336-345 Nov 1978
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, Cognitive Style, *Diagnostic Teaching, Educational Diagnosis, Elementary Secondary Education, Grammar, Higher Education, Language Ability, Language Instruction, *Learning Activities, *Learning Characteristics, *Learning Difficulties, Listening Comprehension, Reading, *Remedial Instruction, *Second Language Learning, Student Needs, Verbal Communication, Vocabulary Development, Writing
Identifiers-Information Analysis Products

Various sources of learner problems are identified and specific remedial activities are suggested for difficulties in speaking, listening, reading, writing, vocabulary acquisition, and grammar tasks. Some of the more common sources of learner difficulties that are discussed are: poor memory, lack of flexibility, too impulsive, too reflective, field dependent, broad categorizer, narrow categorizer, and low tolerance of ambiguity. Remedial activities designed to address these problems are discussed. Twenty activities emphasize the development of analytical skills, nine activities concentrate on the synthesis of information, 17 activities concentrate on increasing flexibility with the language, and three activities address making inferences. These remedial activities are easily adaptable to individual tutorial sessions, small-group work, or large-group instruction. In the latter case, teachers may choose to identify particular problems and incorporate appropriate activities into daily lesson plans. A grid is presented indicating appropriate remedial activities for each learner problem (e.g., poor memory) and each learning task (e.g., listening). (SW)

ED 166 983 FL 010 113

Inman, Marianne E.

An Investigation of the Foreign Language Needs of U.S. Corporations Doing Business Abroad.

Pub Date-Dec 78

Note-216p.; Parts of the appendices may be marginally legible due to small type

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-*Business, English (Second Language), *English for Special Purposes, *Foreign Countries, Interpreters, Language Ability, *Language Instruction, Language Programs, *Languages for Special Purposes, *Second Language Learning, Spanish, Translation

This study of the foreign language requirements of U.S. corporations doing business abroad examines characteristics of corporate language training programs and policies with regard both to U.S. national employees going outside the United States to work and to non-U.S. national employees, generally working in their own countries. The role of translation and interpreting in the corporate environment both within the United States and abroad was also studied. Of particular interest were the extent to which language requirements and language training are included in corporate planning and the extent to which occupationally-oriented special purpose language training is included in the language training provided to corporate employees. Data were collected by means of a detailed questionnaire sent to the U.S. headquarters of 267 American companies reported to be doing business abroad. Questionnaires were returned by 184 companies. Among the findings are the following: (1) the greatest amount of international business in which U.S. corporations are involved is currently being done in Western Europe, followed by Central and South America, Canada, the Middle East, and the Far East; (2) Spanish is the language most studied by U.S. nationals going abroad and also the language most involved in translation and interpreting; (3) U.S. corporations doing business abroad rely primarily on English as the business language and the means of communication; and (4) language training is provided to a majority of U.S. national employees going overseas and outranks technical, cultural, and managerial training in type of training provided. A sample questionnaire is included. (SW)

ED 166 984 FL 010 133

Iyas Iyasma:Viyam Ma:k.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 78

Note-15p.; For related document, see FL 010 134

Available from-Dissemination and Assessment Center for Bilingual Education, Education Service Center, Region XIII, 7703 North Lamar, Austin, Texas 78752 ($1.00)

Language-Hualapai

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*American Indian Languages, *Bilingual Education, Elementary Education, *Language Instruction, *Reading Instruction, Second Language Learning, *Uncommonly Taught Languages

Identifiers-*Hualapai

This children's reader in the Hualapai language is to be used with Hualapai Misith Mispo Book 2'' in a bilingual elementary school classroom. Pen-and-ink drawings illustrate the text. (NCR)

ED 166 985 FL 010 134

Hualapai Misith Mispo', Book 2.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-26p.; For related document, see FL 010 133 and FL 010 136
Available from-Dissemination and Assessment Center for Bilingual Education, Education Service Center, Region XIII, 7703 North Lamar, Austin, Texas 78752 ($1.00)
Language-Hualapai
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*American Indian Languages, *Bilingual Education, Elementary Education, Folk Culture, *Language Instruction, *Reading Instruction, Second Language Learning, *Uncommonly Taught Languages
Identifiers-*Hualapai

This reader in the Hualapai language is intended for use in a bilingual elementary school classroom. Pen-and-ink drawings illustrate the text. (NCR)

ED 166 986 FL 010 135

Hamsi & Joker.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-11p.; For related document, see FL 010 136
Available from-Dissemination and Assessment Center for Bilingual Education, Education Service Center, Region XIII, 7703 North Lamar, Austin, Texas 78752 ($1.00)
Language-Hualapai
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indian Languages, *Bilingual Education, Elementary Education, Folk Culture, *Language Instruction, *Reading Instruction, Second Language Learning, *Uncommonly Taught Languages
Identifiers-*Hualapai

This children's reader in the Hualapai language is to be used with Hualapai Misith Mispo Book 1'' in a bilingual elementary school classroom. Pen-and-ink drawings illustrate the text. (NCR)

ED 166 987 FL 010 136

Hualapai Misith Mispo, Book 1.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-18p.; For related documents, see FL 010 134 - 135
Available from-Dissemination and Assessment Center for Bilingual Education, Education Service Center, Region XIII, 7703 North Lamar, Austin, Texas 78752 ($1.00)
Language-Hualapai
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indian Languages, *Bilingual Education, Elementary Education, *Language Instruction, *Reading Instruction, Second Language Learning, *Uncommonly Taught Languages
Identifiers-*Hualapai

This basic reader in the Hualapai language is intended for use in a bilingual elementary school classroom. Pen-and-ink drawings illustrate the text. (NCR)

ED 166 988 FL 010 137

Papalia, Anthony
Inventory on Teaching Styles: A Self-Profile for Self-Analysis. Practical Ideas for FL Teaching: Teachers' Interviews.
New York State Association of Foreign Language Teachers.
Pub Date-Nov 78
Note-10p.; Best copy available
Journal Cit-Language Association Bulletin; v29 n2 p9-17 Nov 78
Pub Type- Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classroom Techniques, Cognitive Style, Cultural Education, Grammar, *Language Instruction, *Language Teachers, Pronunciation Instruction, Reading, Second Language Learning, *Self Evaluation, Speaking, *Teaching Styles, *Teaching Techniques, Vocabulary, Writing

An inventory of teaching styles and strategies developed by foreign language teachers is presented as a method to aid in self-analysis the identification of teachers' beliefs on language teaching, and the discovery of the assumptions that teachers make on how students learn. Teaching styles are defined as habitual, consistent patterns of preferred strategies used by teachers in promoting learning. The inventory covers strategies used in teaching pronunciation, grammar, vocabulary, reading, writing, culture and speaking. The frequency of teaching behaviors and strategies, based on a five-point scale, is assessed by the respondent. The inventory contains 13 items covering pronunciation, 16 items covering grammar, 13 items covering vocabulary, 21 items covering reading, 39 items covering speaking, 30 items covering writing, and 18 items covering culture. (SW)

ED 166 989 FL 010 138

Lazaruk, Walter

The Canadian Context and Second Languages in the Schools.

Alberta Teachers Association, Edmonton. Modern Language Council.
Pub Date-78
Note-9p.
Available from-Barnett House (A.T.A.), Alberta Teachers' Association, 11010 142 Street, Edmonton, Alberta, Canada T5N 2R1 ($5.00 CDN yearly subscription, $2.25 CDN each back copy issue)
Journal Cit-Alberta Modern Language Journal; v17 n1 p30-37 Fall 1978
Pub Type- Journal Articles (080)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingualism, Communicative Competence (Languages), *Cultural Awareness, *Cultural Pluralism, Educational Benefits, Elementary Secondary Education, English, French, *Government School Relationship, Higher Education, Language Fluency, Language Instruction, *Language Role, Public Policy, *Second Language Learning
Identifiers-Alberta, *Canada

The official endorsement given to second languages by both the provincial and federal governments in Canada is reviewed, and reasons why second languages may be an important component of a basic education program are proposed. The question of which second language might be taught in schools is also addressed. The agreement to cooperate with the federal government to encourage bilingualism, and the policies and provisions for languages and cultures in provincial legislation are indicative of the legal basis and official endorsement given to English-French bilingualism and multiculturalism by the Government of Alberta. The schools may play an important role in implementing these policies and agreements. Schools could help students acquire a set of communication skills in another language, and this would help foster an understanding and tolerance of different cultures that comprise the communities. Additionally, competence in a second language may be useful as an auxiliary or as a primary skill in many careers. From a global perspective, second languages may assist students to broaden their understanding of the nature of the world and of the nature of man. The decision of which second language to teach may be made by each community. (SW)

ED 166 990 FL 010 140

English Teachers' Journal (Israel), No. 20.
Pub Date-Nov 78
Note-71p.; Not available in hard copy due to small print
Pub Type- Journal Articles (080) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum Development, Educational Television, Elementary Secondary Education, *English (Second Language), Higher Education, *Instructional Materials, *Language Instruction, *Language Tests, *Learning Difficulties, Linguistic Theory, Listening Comprehension, Literature, Newspapers, Reading Instruction, *Second Language Learning, Secretaries, Socially Disadvantaged, Textbooks, Tourism
Identifiers-*Israel

This journal contains news items and articles for teachers of English in Israel. The following news items are included: Listening Comprehension Test, 1978; news from the Bagrut Examinations, 1978; summer schools in Great Britain, 1978; Bagrut Examinations, 1975-1978; in-service courses; English Teachers' Journal'' subscription; new textbooks; English newspapers in school; updated curriculum for schools; the Hertzog-Toynbee debate; achievement tests in English; and NETA for grade 8. The remaining contents are: Notes Toward a Syllabus for Teaching English to Socially-Disadvantaged Pupils'' by Raphael Gefen; Suggested Syllabus for 'Gemer-Masmar' Students''; Guidelines for the Two-Point Programme in the Secretarial and Tourism Trends''; English Language Achievements of Israeli Secondary School Students'' by Arieh Lewy; Teaching Reading to Beginners'' by Zafra Tatcher and Elana Neumark; News from the Instructional Television Centre'' by Sheila Been, Dvora Ben-Meir, and Sional Kronfeld; A Practical Application of a Theoretical Analysis: Teaching Less-Able Learners'' by Boaz Sarig; Incongruencies in Lexical 'Gridding' An Application of Contrastic Semantic Analysis to Language Teaching'' by M.B. Dagut; Fifth Annual Conference of the Israel Association for Applied Linguistics'' by Andrew Cohen; Materials for Teaching Native Speakers'' by Patti Golan; Books for English Speakers'' by Yael Gefen; and The Place of the Notebook in Teaching English'' by Mella Elammy. Letters to the editor and synopses in Hebrew of the contents of the issue are also included. (SW)

ED 166 991 FL 010 141

Cooper, Thomas C.

Developing Syntactic Fluency of College Foreign Language Students Through Sentence-Combining Practice EXXON Education Foundation, New York, N.Y.

Pub Date-78
Grant-10-32-RR239-014
Note-490p.
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors-Communicative Competence (Languages), French, German, Higher Education, Language Instruction, Language Skills, *Second Language Learning, *Sentence Combining, Spanish, *Speech Skills, *Syntax, Teaching Methods, *Writing Exercises, *Writing Skills

A study was conducted with the following objectives: (1) to determine if sentence-combining practice would prove to be an efficient way of

promoting statistically significant syntactic development in the writing of third quarter college students of French, German, and Spanish; (2) to apply the methodology for analysis of writing samples to analysis of speech samples in order to determine how sentence-combining practice will affect speech complexity of the students; (3) to compare rates of oral and written syntactic development between the three distinct language sections; and (4) to explore the feasibility of including instructional materials based on sentence-combining techniques in intermediate college language courses. The study sample was 323 students enrolled at the University of Georgia during the spring quarter, 1977. Students in the experimental group used the same texts as did the control group students but they were also taught according to a modified audio-lingual approach. The experimental students did sentence-combining practice and read fewer selections from their anthologies. It is concluded that sentence-combining as an instructional technique is just as effective for teaching writing to intermediate foreign language students as it has been with native speakers of English. Examples of the exercises and a manual of instructional materials for sentence-combining practice, which is 350 pages in length, are included. (SW)

ED 166 992 FL 010 145

Shon, Mary Lee
Korean Children's Day. Hanguk Orini Nal.
Los Angeles Unified School District, Calif.
Pub Date-76
Note-24p.; A cassette is available to accompany the text.
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Korean; English
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, *Korean, *Korean Americans, Korean Culture, *Language Instruction, *Reading Instruction, *Second Language Learning, Uncommonly Taught Languages
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Korean and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story about two Korean-American children celebrating the Korean Children's Day. (NCR)

ED 166 993 FL 010 147

Korean Thanksgiving. Chusongnal.
Los Angeles Unified School District, Calif.
Pub Date-75
Note-21p.; A cassette is available to accompany the text.
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Korean; English
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, *Korean, *Korean Americans, Korean Culture, *Language Instruction, *Reading Instruction, *Second Language Learning, Uncommonly Taught Languages
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual reader in Korean and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story about a family's celebration of a traditional Korean Thanksgiving. (NCR)

ED 166 994 HE 009 786

Lenning, Oscar T.
Assessing Student Educational Progress. AAHE-ERIC/Higher Education Research Currents, April 1978.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-5p.; Some small print may be marginally legible
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)
Pub Type- Opinion Papers (120) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Students, Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Evaluation Criteria, *Evaluation Methods, Higher Education, Measurement Instruments, Models, *Student Evaluation
Identifiers-Information Analysis Products, *Student Outcomes

Alternative procedures for assessing college student educational progress and sources of additional information are presented. Traditionally, written tests have been used for assessing educational progress at the college level, but it is now common to think in broader terms of the specific developments and attainments that students are expected to achieve. Educational learning could include the imparting of attitudes and values, value clarification, confidence and self-concept development, development of various personality characteristics, development of improved interpersonal sensitivity and functioning, and the development of occupational habits and skills. Assessment is defined as broader than measurement but narrower than evaluation. The design of an assessment for a particular course, program, or institution should be unique and tailored specifically to the situation at hand. Some general models available that can be modified to meet local needs are described. The need to use multiple measures, or indicators, for a particular learning outcome and more than one method of data collection are desirable. It is usually better to develop local instruments tailored to local needs. Locally-developed, criterion-referenced, paper-and-pencil tests are more frequently of use to colleges and universities than are norm-referenced tests. A number of other types of assessment methods are outlined. (SW)

ED 166 995 HE 009 829

Walther, Peter D.
The National Labor Relations Board in Higher Education. Special Report No. 33.
Academic Collective Bargaining Information Service, Washington, D.C.
Pub Date-Mar 78
Note-15p.
Pub Type- Information Analysis (070) - Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Policy, *Collective Bargaining, *College Faculty, *Court Cases, Department Directors (School), *Employer Employee Relationship, *Higher Education, Part Time Teachers, Policy Formation, Researchers, *Unions
Identifiers-Department Chairpersons, *National Labor Relations Board

This special report discusses some of the difficult problems that have faced and that continue to confront the National Labor Relations Board in determining the proper scope and composition of collegiate bargaining units, including the treatment of department chairpersons, principal investigators, part-time faculty, visiting lecturers, and terminal contract employees. Scope implies the group or groups of employees that properly belong together in one unit, while composition refers to which employees or classifications fall within the groups included. Court cases concerning the scope and composition of bargaining units at several colleges are cited. Among the cases are the following: a request by Cornell University for a unit for all non-professional employees anywhere in New York State; a petition for a unit limited to the clerical and technical employees of the Harvard Medical, Dental, and Public Health Schools; Adelphi University's question of whether 14 part-time lecturers who carried a teaching load equal to that of full-time faculty instructors should be included in a unit otherwise composed of full-time teaching personnel; and Goddard College's question of whether part-time faculty members are entitled to their own separate unit. An important consideration concerning the scope of bargaining in higher education is whether it is a viable method of determining the quality of education. It is hoped that collective bargaining raises the standards of the employees and solves problems in the employee-employer relationships but does not impede the ability of an institution to fulfill its educational functions. (SW)

ED 166 996 HE 009 888

Ericksen, Stanford C.

The Lecture. Memo to the Faculty. No. 60, April 1978.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.
Pub Date-Apr 78
Note-7p.; Parts may be marginally legible due to small print
Available from-Managing Editor, Center for Research on Learning and Teaching, The University of Michigan, 109 E. Madison Street, Ann Arbor, MI 48109
Pub Type- Guides - Non-Classroom (055) - Reports - General (140) - Collected Works - Serials (022)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Faculty, *College Instruction, *Effective Teaching, Higher Education, Instructional Improvement, Learning Experience, *Lecture, Student Evaluation of Teacher Performance, *Student Motivation, *Teacher Characteristics

Aspects of the lecture that make it come across well, requirements for learning in the classroom, and selected findings from an instructor-designed questionnaire that includes student evaluations of instruction are discussed. Lecturing teachers need to talk with credibility and enthusiasm and to prepare the substance of the presentation, the sequence of points, and their integration with other lectures. A good teacher in the lecture setting will be guided by at least three basic requirements for learning in the classroom: motivation, understanding, and remembering. Lectures that pose problems and actively involve students in their solutions are more likely to maintain and increase motivation than lectures that present neatly encapsulated principles and facts. Organizing the lecture, providing evidence for points, and critically testing an idea promote understanding by the student. The way the lecture is organized affects student retention of material, and the student must mentally organize the material that he receives. Questionnaire results provide some data on the lecture and its comparison with other teaching methods. A chapter in a book on teaching that provides advice about lecturing is cited. (SW)

ED 166 997 HE 010 194

Orze, Joseph J.

Conflict Resolution in Academe: Prevent or Settle Early. Special Report No. 34.

Academic Collective Bargaining Information Service, Washington, D.C.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-May 78
Note-16p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Principles, Arbitration, *Collective Bargaining, *Conflict Resolution, *Contracts, *Grievance Procedures, Higher Education, Models, *Negotiation Agreements, Teacher Administrator Relationship

The grievance procedure in higher education and the problem of conflict resolution are approached from a multi-dimensional standpoint. Collective bargaining is presented as both an exacerbator of the litigious nature of college and university relations and as a formal vehicle for conflict resolution within academe. The need for extra-contractual mechanisms, both formal and informal, is discussed as essential to providing for the right of individuals to due process as well as for developing a climate of trust and respect within the collegiate community. The stated theme of the paper is to prevent or avoid grievances, and, if they do arise, to settle them early at the lowest hearing level at which the hearing officer has the authority to do so. Avoidance stresses two key elements: good contract language and effective contract administration. The example of clear, concise contract language used was the definition of a grievance. A modification of the language, while retaining the clarity and precision of the original definition, suggests a proposed major change in collegiate labor relations that would provide management with access to the contractual grievance procedure. The bi-partisan responsibility for effective contract implementation is discussed, and means for achieving the same are suggested. A two-one-one model for collegiate grievance procedures is proposed. The need for educating-training hearing officers to be effective in their roles is stressed, and various classes of potential grievances are presented. (Author/SW)

ED 156 998 HE 010 691

Kauffman, Joseph F.

Remarks by Joseph F. Kauffman for AAHE Panel, Chicago, Illinois, March 21, 1978, on Strategies for Identifying and Advancing Women in Higher Education.''

Pub Date-21 Mar 78

Note-7p.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrative Change, *Administrator Selection, Change Strategies, *College Administration, *Females, Higher Education, Leadership Qualities, *Political Influences, *Presidents

The advancement of women in higher education and the selection process of college presidents are addressed. The leadership role is increasingly a political'' one and authority has decreased in the last decade. There is much variation and complexity in institutions that affect the selection process. The two-year colleges are different in governance traditions and in the role of faculty and president. Collective bargaining alters, or should alter, the dynamics of presidential selection, and private colleges seek different qualities than public colleges. In most cases, the selection of a president is a political process. In order to have potential success of the president, there must be some constituent representation in the search process. The appointing authority needs to tailor the description of the position to the specific institution for the next five years. There is a need to get more women to become known as aspirants to careers in college and university administration and to provide more opportunities for the necessary socialization that will result in their being recommended by persons whose judgment is respected and trusted. No matter what the official search and screening process, or the legal requirements, sponsorship is important in developing candidates for advancement and obtaining the recommendation of someone whose judgment is trusted. A few efforts that have encouraged and identified women for advancement are cited. (SW)

ED 166 999 HE 010 694

Davies, Helen C. Davies, Robert E.
Redress of Grievances.
Pub Date- 78
Note-17p.
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Policy, Court Cases, *Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, Females, *Grievance Procedures, Higher Education, *Sex Discrimination, *Teacher Promotion, *Women Professors
Identifiers-*University of Pennsylvania

The status of women in higher education, sex discrimination, laws providing protection against sex descrimination, grievance procedures, and difficulties involved in filing complaints are addressed. Empirical evidence is cited that illustrates discrimination against women at the hiring level in the scientific academic community. To substantiate the claim of sex discrimination, it is recommended that evidence be obtained that shows that the number of women hired and promoted at particular levels in a given department is not proportional to the number of women with advanced degrees and appropriate experience in the field. It is claimed that the most satisfactory way to redress a grievance may be to do it privately and internally, but it rarely works. The mechanisms for investigation, appeals and due process, and going to court are discussed. Current trends and practices have not been perceived as equitable by women. Some recent court cases are cited. The Office of the Ombudsman and the faculty grievance procedure at the University of Pennsylvania are discussed. (SW)

ED 167 000 HE 010 701

Ladd, Everett Carll, Jr. And Others
1977 Survey of the American Professoriate. Technical Report.
Stanford Univ., Calif. Hoover Institution on War, Revolution, and Peace.
Pub Date-Feb 78
Note-58p.; Parts may not reproduce clearly due to light type
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Faculty, Data Analysis, *Evaluation Methods, Higher Education, Item Analysis, Measurement Instruments, *National Surveys, Sampling, *Statistical Analysis, *Teacher Attitudes, Teacher Background, *Teacher Characteristics, Validity

The development and data validation of the 1977 Ladd-Lipset national survey of the American professoriate are described. The respondents were selected from a random sample of colleges and universities and from a random sample of individual faculty members from the universities. The 158 institutions in the 1977 survey were selected from 2,406 institutions. The following areas are described: the sampling scheme; questionnaire development, mailing and receipt, and coding; codebook development; dataset construction; weighting procedures; construction of the Index of School Quality;'' comparisons to other data sources; and checking for respondent bias. Information is presented on the distributions of faculty by rank, sex, religious background, principle occupation of father, political party identification, and 1972 presidential vote. A sample cover letter, questionnaire, and a list of institutions are included. The questionnaire includes questions on the general status and financial status of American higher education, involvement in research, academic standards, faculty organization and representation, and respondent background. (SW)

ED 167 001 HE 010 723

Hoyt, Douglas H.

Financial Aid for the Part-Time and Returning-Adult Student. Federal, State and Capital Area Sources of Assistance.

Council for the Advancement of Lifelong Learning, Latham, New York.

Spons Agency-Schenectady Employment and Training Administration, N.Y.

Pub Date-Sep 78

Note-124p.; Best copy available

Available from-Council for the Advancement of Lifelong Learning, P.O. Box 489, Latham, NY 12110 ($1.50 plus $.79 postage)

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Students, Community Programs, Continuous Learning, Employment Programs, *Federal Aid, Financial Support, Higher Education, *Part Time Students, *Private Financial Support, *State Aid, *Student Financial Aid

Identifiers-New York, *Reentry Students

The existing sources of financial aid for the part-time and returning-adult student are described. Information is consolidated on the chief federal, state, and local government sources; community organization resources; and area educational institutional sources. The section on government programs gives detailed information about scholarships, grants, loans, work-study and/or manpower training programs available to the part-time student. The descriptions of the federal programs and the New York State programs concern program information, award data, eligibility requirements, and application information. County aid programs for part-time students under the Comprehensive Employment and Training Act of 1973 (CETA) are listed for seven areas in New York. Financial aid programs available at specific New York colleges and universities and other educational institution programs are listed, and diverse organizations that offer financial aid to the part-time and/or returning-adult student are included. For each community organization, the contact person, amount and number of awards, requirements, and the application deadline are indicated. A quick checklist for finding funding, sources of information about financial aid, and an alphabetical list of programs, kinds of aid, and institutions and organizations are provided. (SW)

ED 167 002 HE 010 818

Humphreys, Les

Resources for Renewal: Interdisciplinarity. Change in Liberal Education: An Action-Research Project for the Renewal of Undergraduate Liberal Education.

Spons Agency-American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.; American Association of Univ. Professors, Washington, D.C.; Association of American Colleges, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.
Pub Date-77
Note-48p.
Available from-National Coordinator, CLE Network, 200 S. Esplanade, Leavenworth, KS 66048 ($3.00 per copy; $2.40 per copy for 10 or more copies, prepaid)
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Change, Curriculum Design, *Curriculum Development, *General Education, Higher Education, Individualized Instruction, *Interdisciplinary Approach, *Liberal Arts, Models, Program Costs, *Teaching Techniques, Team Teaching

This paper on interdisciplinarity and liberal education is based on the work of a task force of the Project Change in Liberal Education. The focus is those parts of the education process that bridge or integrate disciplinary approaches and create a different kind of learning that would still be liberal education. The following factors that indicate the complexity of interdisciplinary programs are discussed: Jantsch's typology for interdisciplinarity; choosing appropriate models; achieving an integration of content materials; modifying administrative support systems; determining the costs of interdisciplinarity; and dealing with such matters as team-teaching, curricular and developmental sequencing and individualizing interdisciplinary studies. Recommendations that deal with planning and implementation are presented. An annotated bibliography is included that provides direction on finding information about interdisciplinarity and its practice and that defines the use of terms like multidisciplinarity, transdisciplinarity, and unidisciplinarity. (SW)

ED 167 003 HE 010 928

Where Are We Going? Mini Sessions on Maxi Concerns.''
Eastern Association for Physical Education of College Women, Albany, N.Y.
Pub Date-16 Oct 77
Note-38p.; Proceedings of the Fall Conference of the Eastern Association for Physical Education of College Women (Albany, New York, October 14-16, 1977)
Pub Type - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Organization, *Athletic Programs, Career Ladders, *Career Opportunities, Conference Reports, Cooperative Education, Corrective Institutions, Educational Administration, *Females, Gerontology, Higher Education, Injuries, Interaction Process Analysis, Interpersonal Relationship, *Physical Education, Promotion (Occupational), Student Teacher Relationshio, *Womens Athletics, *Womens Education, Writing Skills

The proceedings of the fall conference of the Eastern Association for Physical Education of College Women includes articles and overviews of mini-sessions. In Journey Proud,'' Celeste Ulrich provides observations about human interaction, teaching/learning environments, techniques and methods, and administrative patterns and scholarship. In Athletic Training for Teachers and Coaches,'' Patti Whiteside and Ann Baker outline knowledge and techniques appropriate for handling athletic injuries. The workshop on the current status of career alternative programs in physical education is addressed by Judy Jensen, and gerontology and physical education is covered by Helen Knierim. Exercise specialists, career options, and curricula outside of teaching are discussed by Ronald S. Feingold. Theodore W. H. Johnson discusses employment in correctional institutions and cooperative education projects, and Bonnie A. Beck addresses problems and concerns associated with alternate career options. In Interaction: A Process Orientation,'' Anne Griffiths discusses group sessions as a process that uses interaction in student learning. Betty Spears summarizes the Write-On'' mini-session that involved 16 women in a discussion on their problems in writing. In Administration in Athletics and Physical Education,'' Hazel Walker and Eleanor Lemaire outline the pros and cons of separate and combined departments for athletics and physical education. In Structuring Support Systems for Professional Women,'' Donna Shavlik discusses the advancement of women in higher education administration. (SW)

ED 167 004 HE 010 929

Jackson, Dorothy J. Pitterle, Kenneth J.

Educational Research Internship: Women and Minority Junior Faculty. A Feasibility Study.

Pennsylvania Univ., Philadelphia. Higher Education Resource Services.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-NIE-G-77-0060
Note-81p.
Available from-Higher Education Resource Services, Mid-Atlantic, University of Pennsylvania, 3601 Locust Walk, Philadelphia, PA 19104
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*College Faculty, Educational Research, *Educational Researchers, Feasibility Studies, *Females, Higher Education, *Internship Programs, *Minority Groups, Models, Needs Assessment, Recruitment, Women Professors
Identifiers-Delaware, District of Columbia, Internship Identification Survey, Maryland, *Mentors, New Jersey, New York, Pennsylvania, United States (Mid Atlantic States)

A study was conducted to assess the feasibility of operating an internship program to increase the number of talented women and minority educational researchers and to encourage the pursuit of fresh educational research related to their special concerns. The study focused on women and minority junior faculty (assistant professors, lecturers, and instructors) at four-year colleges and universities in the Mid-Atlantic region (Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania). Study objectives were to locate women and minority faculty in the appropriate fields (education and social sciences); identify their training needs and interests; contact senior researchers interested in working with the program; identify and evaluate existing internship programs; and develop an internship training model for women and minority junior faculty. The needs assessment also provided data on junior faculty training and experience and desired training, constraints on participation, and personal suggestions for a model program. The Internship Identification Survey catalogued important program characteristics as well as shortcomings and difficulties in existing internship programs. Senior researchers committed to working with junior faculty and to assisting in their advancement provided valuable comments and commitment to participate in an internship program like the model program. A literature review and procedures and results of the study surveys are included. (SW)

ED 167 005 HE 010 987

Van Alstyne, Carol

Is There or Isn't There a Middle Income Crunch?

American Council on Education, Washington, D.C.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-Jan 79

Note-14p.; Analysis produced as part of a larger project entitled, The Impact of Student Financial Aid Funded Internally by Colleges and Universities on Educational Opportunity and Institutional Vitality''

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Students, *Data Analysis, *Family Income, *Financial Problems, Higher Education, Income, *Middle Class, *Student Costs, Student Financial Aid, Trend Analysis, *Tuition

Identifiers-College Entrance Examination Board, Congressional Budget Office, Congressional Research Service, Education Policy Research Center Higher Educ, Need Analysis (Student Financial Aid)

An analysis is made of the way data were treated in several studies which concluded that family incomes have increased as fast as college costs and that there is no special difficulty in paying for higher education for middle income families. Trends in tuition costs are confounded by presenting average tuition data aggregated for all types of institutions. A second consideration is that the cost of college'' shown in the studies is tuition plus room and board. Conclusions about relative rates of cost increase differ substantially depending on whether tuition or tuition plus room and board are considered. Selecting the appropriate income series to use in measuring the ability to pay for college is also important. It is better to use the income series that represents disposable incomes, or income after taxes. Analysis of the ability to pay for higher education should also consider the economic or household unit, or the size of the family with one wage earner. Another consideration is that the comparison of education cost to income is usually made on the basis of the costs for one student, but a number of families are now supporting more than one child in college at the same time. If these considerations are taken into account, the conclusion about the ability of the middle income families to pay for their children's college education as costs increase is reversed, and there is, currently, a middle income crunch.'' (SW)

ED 167 006 HE 010 988

Augenblick, John Hyde, William

Patterns of Funding, Net Price and Financial Need for Postsecondary Education Students: Differences Among States, Institutional Sectors and Income Groups. Report F79-X.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-Feb 79

Note-104p.; Not available in hard copy due to marginal legibility of original document

Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, Colorado 80295

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Students, *Financial Support, Grants, Higher Education, *Parental Financial Contribution, Student Characteristics, *Student Costs, *Student Financial Aid, *Student Loan Programs

Identifiers-Alabama, Arkansas, California, *Cooperative Institute Research Program, Georgia, Louisiana, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Virginia

In this study on financial aid to students in higher education, descriptive data are provided on differences found among states, institutional sectors, and income groups with respect to student costs and sources of funding, the reduction in cost of attendance due to the distribution of aid, and the resulting amount of overmet or undermet financial need of students. Data for first-time, full-time undergraduate students are drawn from the 1977 annual survey of entering freshmen, called the Cooperative Institute Research Program (CIRP). States chosen for the analysis are California, New York, Ohio, Pennsylvania, and South Carolina. A sixth conglomerate ``state'' was created by pooling data from all states that have a small state grant program. The states comprising the conglomerate are Alabama, Arkansas, Georgia, Louisiana, North Carolina, North Dakota, Oklahoma, South Dakota, and Virginia. Estimates of the average student's budget or cost of attendance and a dollar and percentage breakdown of the major sources of funding to meet the student's costs are presented. The distribution of student financial aid and the resulting net price, the amount that a student and his family must actually pay to attend, are examined. Comparisons are made of the degree to which net price deviates from cost of attendance and of the variations in net price for states, sectors, and income groups. Data on financial aid recipients are presented, and comparisons are made of actual parental contributions with a formula-calculated expected parental contribution. (SW)

ED 167 007 HE 010 989

Cohen, Marjorie Adoff

Whole World Handbook. A Student Guide to Work, Study and Travel Abroad. 1978-79 Edition.

Council on International Educational Exchange, New York, N.Y.

Pub Date-78

Note-316p.

Available from-Simon and Schuster, 1230 Avenue of the Americas, New York, NY 10020 ($3 95)

Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-Costs, Employment Opportunities, Financial Support, *Foreign Countries, *Guides, Higher Education, *International Educational Exchange, *Overseas Employment, Program Evaluation, Secondary Education, *Study Abroad, Tourism, *Travel

Identifiers-Africa (North), Africa (Sub Sahara), Asia (East), Asia (South), Asia (Southeast), Australia, Canada, Europe (East), Europe (West), Latin America, Middle East, New Zealand, USSR

This 1978-79 student guide to work, study, and travel abroad contains chapters on the following areas: Western Europe; the U.S.S.R. and Eastern Europe; the Middle East and North Africa; Africa south of the Sahara; South Asia (India, Nepal, Sri Lanka, Bangladesh, and Pakistan); East Asia; Southeast Asia; Australia and New Zealand; Latin America and the Caribbean; and Canada. Introductory material on working abroad covers short-term skilled employment/trainee programs, and long-term employment. Information on studying abroad concerns long-term vs. short-term programs, scholarships and loans, publications on study abroad, and evaluating a program. Costs, travel by air and by ship, and other essentials are also covered in the introductory sections. Appendices cover high school student programs, around the world study and tour programs, a subject index to study programs listed in the book, and members of the Council on International Educational Exchange. (SW)

ED 167 008 HE 010 990

Geiger, Roger L.

Universities and the State in Belgium: Past and Present Dimensions of Higher Education in a Divided Society. Yale Higher Education Research Group Working Paper 29.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Report No.-YHERG-29
Pub Date-Nov 78
Note-93p.; Light type may not reproduce clearly
Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*College Role, Comparative Education, Educational Finance, *Educational History, Educational Trends, Enrollment, Enrollment Trends, *Foreign Countries, *Government School Relationship, *Higher Education, Historical Reviews, Institutional Autonomy, *Postsecondary Education As a Field of Study, Technical Education, Trend Analysis
Identifiers-*Belgium

This paper, part of a series of studies on higher education in different countries, traces the origins of higher education in Belgium to the 1970's. From 1835-1876, Belgium universities were shaped by polarization bewteen Catholics and liberals, uncertainty about the basic institutional patterns in higher education, and the legislative intrusion of the state in higher education. The Higher Education Law of 1876 inaugurated a withdrawal of the state from the affairs of the universities, and the challenge of German Science placed an emphasis on research and scholarship. From World War I to 1960, the importance of the Flemish language increased in the universities, the principle of state financing of the private universities was established, and the state universities progressively won greater administrative autonomy from the state. The evolution and influence of higher technical education, the university expansion problem from 1960-65, the expulsion of the French from Louvain, the rebellion against the traditional university, and construction of the new order from 1959-71 are covered. Higher education enrollment stabilization in the 1970's, the difficulty of the first candidature, upgrading of technical education, the uncertainty of university-state relations, recurrent education, part-time university education, education for nontraditional students, and establishment of an open university are discussed. (SW)

ED 167 009 HE 010 991

Whitehead, John S.

Danish Higher Education: Expansion, Crisis and Institution Building. Yale Higher Education Research Group Working Paper 32.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Report No.-YHERG-32
Pub Date-Dec 78
Note-46p.; Light type may not reproduce clearly
Available from-Higher Education Research Group, Institution for Social and Policy Studics, Yale University, 1732 Yale Station, New Haven, CT 06520
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Standards, College Environment, College Role, *Comparative Education, *Educational History, Educational Legislation, *Educational Trends, *Foreign Countries, *Higher Education, Historical Reviews, Institutional Characteristics, Organizational Change, Political Influences, *Postsecondary Education As a Field of Study, School Organization, Trend Analysis
Identifiers-*Denmark

Part of a series of studies on higher education in different countries, this paper examines the organization of higher education in Denmark, the growth of the system, the nature of the parliamentary legislation of the 1970's, and the Danish system from the standpoint of institution-building. There are three state-supported sectors of higher education. The first sector contains faculties of medicine, theology, natural sciences, arts, and social sciences (including law). The second sector involves technical and other specialized disciplines; the third, teacher training colleges, library schools, and social work schools.

There has been a rapid growth in students over the last two decades and a corresponding increase in the number of teachers. Institution-building in Denmark has involved two distinct processes: (1) reshaping of the existing or pre-1970 universities at Copenhagen, Aarhus, and Odense, and later of other institutions of higher education (e.g. Danish Technical University); and (2) the building of two totally new university centers at Roskilde and Aslborg. The organizational change in Denmark's university system is seen as entwined, in some instances, with an intellectual challenge to existing standards; however, for the most part the building of new institutions kept the intellectual standards of the traditional university. (SW)

ED 167 010 HE 010 992

Clark, Burton R.

The Japanese System of Higher Education in Comparative Perspective. Yale Higher Education Research Group Working Paper 33.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.

Report No.-YHERG-33

Pub Date-Jan 79

Note-41p.; Draft of a paper to appear in "The Changing Japanese University in Comparative Perspective," edited by William K. Cummings and others (New York: Praeger, 1979, forthcoming)

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrative Organization, *College Administration, *Comparative Education, Course Organization, Educational Coordination, *Foreign Countries, Grade Organization, *Higher Education, Horizontal Organization, *Institutional Characteristics, Political Influences, *Postsecondary Education As a Field of Study, School Organization, Vertical Organization

Identifiers-*Japan

Part of a series of studies on higher education in different countries, this paper examines internal differentiation of Japanese higher education and the problem of coordination, using a comparative perspective. The crucial difference in the division of universities by subjects among different nations has been between chair and department organization. In Japan, both kinds of organization are found, but the chair structure has been the more important of the two. The Japanese tier structure has been more like the European mode than the American; there is no sharp distinction between undergraduate and graduate study as in the United States. Both Japan and the United States have a range of institutional types that have developed under private sponsorship as well as state authority. Japan has numerous sectors and subsectors among its large population of 1,000 institutions. Japan has much institutional hierarchy in higher education; there is a vertical ladder of prestige ranking among the many sectors. For over a century, Japan has provided bureaucratic coordination of higher education in the form of a national ministry of education, and professors are also involved in coordination nationally as well as locally. Political influences on higher education have been exerted by political officials and to some extent by external groups, and the consumer market is extremely active in Japanese higher education. (SW)

ED 167 011 HE 010 993

Levy, Daniel C.

Universities and Governments: The Comparative Politics of Higher Education. A Review Essay. Yale Higher Education Research Group Working Paper 31.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Report No.-YHERG-31
Pub Date-Dec 78
Note-34p.
Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Administration, *Comparative Education, Educational Coordination, *Federal Regulation, Foreign Countries, Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, Literature Reviews, Political Influences, *Postsecondary Education As a Field of Study, Social Influences

Part of a series of studies on higher education in different countries, this essay examines relations between universities and governments from a comparative perspective. Two major themes that appear in the literature are the determinants of increased government control and the extent of that power; six recent books that address these themes are discussed. The most frequently cited determinant of increased government control of universities is system expansion. Newer institutions generally lack the power of more established institutions (the size, tradition, or alumni), and proliferation increases the need for active coordination. Expansion has also changed intra-university structures in a way that stimulates government involvement. Demands that universities meet social, economic, and political needs beyond the campus also affect government control. Government control over the university has increased as overall government control has increased in most socio-economic spheres. The extent of government control and patterns of control in different countries are examined. Centralized control; autonomy and academic freedom; the power of coordinating boards; and control over appointive, academic, and financial policies are considered. (SW)

ED 167 012 HE 010 994

Premfors, Rune I. T.

The Politics of Higher Education in Sweden: Recent Developments (1976-1978). Yale Higher Education Research Group Working Paper 30.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.

Report No.-YHERG-30

Pub Date-Nov 78

Note-51p.

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Comparative Education, Educational History, *Educational Policy, Educational Trends, *Foreign Countries, Governance, Government Role, *Government School Relationship, *Higher Education, Historical Reviews, Policy Formation, Political Issues, *Political Power, *Postsecondary Education As a Field of Study, Research, Student Financial Aid, Trend Analysis

Identifiers-*Sweden

One of a series of studies on higher education in different countries, this paper examines political developments in Sweden from 1976 to 1978 and their effects on higher education. In 1976, after 44 consecutive years of rule by the Social Democratic Party (except for about 100 days in 1936), the Liberal Party and the Conservative Party were able to form a coalition government. The impact of the shift of government in the policy area of higher education is detailed, and the politics and policies of higher education in Sweden before September 1976 are briefly sketched. The new nonsocialist government largely continued the Social Democratic government's higher education policy; the only significant departure was the free sector which had the potential to jeopardize important aspects of the reform. Some changes brought about by the reform are inclusion on governing boards of members representing the public interest, decentralization of decision-making power from the central to regional and local levels in higher education, geographical dispersion of higher education, the guarantee to applicants of a place in certain study programs and disciplines, and increased linkage between education and research. The use of ad hoc commissions and appointment by the new leaders, and the government's behavior concerning student aid and research are examined. (SW)

ED 167 013 HE 010 998

Agenda. Recommendations for National Action in Higher Education. The 96th Congress. A Joint Statement.

American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date-79

Note-50p.

Available from-Office of Research and Information, National Association of State UniversiLies and Land-Grant Colleges, Suite 710, One Dupont Circle, N.W., Washington, D.C. 20036 (free)

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Access to Education, Adult Education, Affirmative Action, Black Colleges, *College Role, Developing Nations, *Educational Opportunities, *Educational Policy, Educational Responsibility, Energy, *Government School Relationship, Health Programs, *Higher Education, Humanities, International Educational Exchange, Land Grant Universities, Natural Resources, Organizations (Groups), Policy Formation, Professional Associations, Public Policy, Research Opportunities, Rural Development, Social Problems, State Colleges, Student Financial Aid, Urban Universities

Identifiers-*Policy Statements

Recommendations for national action in higher education are offered by the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities. The joint policy statement focuses on issues that the federal government needs to consider including: how to broaden educational opportunity for all Americans; how to increase knowledge and make it more useful through research; how to extend higher education resources beyond the campuses to more people; how to improve cooperative links between the federal government and institutions of higher education; and how to strengthen the capacity of American higher education to help solve such problems as hunger and poverty in the developing nations. The historically black public colleges and affirmative action and equal opportunity, the urban university and a national program for urban action, the arts and humanities, energy and natural resources, federal health programs and policy, and food and agriculture research and education are also considered. (SW)

ED 167 014 HE 010 999

Data on Vietnam Era Veterans.

Veterans Administration, Washington, D.C. Office of the Controller.
Pub Date-Sep 78
Note-66p.
Available from-Reports and Statistics Service, Office of Controller, Veterans Administration, Washington, DC 20420
Pub Type- Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Employment Opportunities, Financial Support, Housing, Medical Services, Patients (Persons), Statistical Data, Surveys, *Veterans, *Veterans Education
Identifiers-Compensation, *Vietnam Veterans

Statistical data are presented on Vietnam era veterans for the following topics: employment status, medical status, compensation and pension, education, housing assistance, expenditures, and demographic information. The estimated number and age of veterans in civil life, categorized by sex and state, and the educational attainment of veterans at the time of separation, by age groups, are presented. Information on length of service and estimated gross separations and number of casualties are included. Employment information includes work experience of civilian male veterans, aged 20-34; seasonally adjusted unemployment rates; and income data. Medical information includes annual census of patients in VA hospitals on September 28, 1977; outpatient medical care; and dental outpatient activity. Compensation and pension data include active compensation, dependency, and indemnity compensation and pension cases; active compensation cases, by degree of impairment and type of major disability; and age groups of veterans receiving compensation or pension benefits. Educational data concern educational assistance for veterans and vocational rehabilitation training. Housing assistance data concern guaranteed or insured loans, and data on expenditures concern Veterans Administration expenditures from appropriated funds, Vietnam era. (SW)

ED 167 015 HE 011 000

Shimberg, Benjamin
Continuing Education Records: Can They Withstand Scrutiny?
Pub Date-23 Sep 78
Note-13p.; Paper presented at the National Invitational Conference on Continuing Education for Allied Health Professions (Chicago, Illinois, September 21-23, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Records, *Continuing Education Units, *Educational Assessment, Educational Coordination, Educational Policy, Educational Quality, *Evaluation Criteria, Faculty Development, Higher Education, Policy Formation, Professional Associations, *Professional Continuing Education, *Recordkeeping, Standards

The need for ensuring the educational quality of experiences pursued by practitioners to satisfy their continuing education requirements and the difficulties of evaluating the experiences are addressed. Because of financial constraints placed on state regulatory boards and state professional associations, neither is equipped to handle the screening of prospective providers of continuing education courses. Professional associations have a responsibility to their members to provide leadership in establishing national recordkeeping and record-transmission mechanisms and should work closely with regulatory boards and with associations of such boards to ensure that systems for the approval of providers and recordkeeping are fully compatible. There is a need for cooperative thinking through common requirements and standards and cooperation in implementing them. Many of the problems confronting continuing education and recordkeeping result from interstate differences. Policy councils are needed within professions to deal with a wide range of issues. The Council on the Continuing Education Unit (CEU) is planning to undertake research on ways to improve the CEU. Recordkeeping systems that are described include those of: the American Association of Medical Technologists, the American Dental Association, the International Association of Boards of Optometry, the Central Registry of the Council on Dental Education, and the American Medical Association. (SW)

Tomson, Jon Vasilenko, Patricia

The New Jersey Department of Higher Education's Health Manpower Planning Contract. Final Comprehensive Report.

New Jersey State Dept. of Higher Education, Trenton.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.-DHEW-HRP-0901317

Pub Date-21 Aug 78

Contract-231-76-0015

Note-41lp.; Not available in hard copy due to print quality

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Data Collection, Employment Projections, *Employment Statistics, *Evaluation Methods, *Graduate Surveys, Health Occupations Education, *Health Personnel, Higher Education, Models, *Occupational Surveys

This report of the New Jersey Department of Higher Education's Health Manpower Planning Contract describes project activities and assessment methods and models, presents data on employment supply and demand, and provides samples of questionnaires and forms that were used. The department was required under contract to: survey and evaluate pertinent data collection methods that have been used to collect information on non-licensed health professionals; develop and test survey instruments to collect employment and demographic data on non-licensed health professionals; survey and evaluate data collection methods to track graduates of health professions education programs; develop a methodology for tracking of health professions education program graduates; develop and implement a series of health manpower projections for New Jersey; develop a method for periodic assessment of health manpower projections; and coordinate its health manpower analysis activities with the State Health Planning and Development Agency and the State's five Health Systems Agencies. Additionally, the department conducted a detailed analysis of the future scope and cost of health professions education in New Jersey based on the results of the manpower projections and educational programming information. (SW)

ED 167 017 HE 011 004

Fadil, Virginia Ann Minter, W. John

Fall Enrollment at Independent Colleges and Universities, 1978. Public Policy Monograph Series. Volume I, Issue I, January 1979.

National Association of Independent Colleges and Universities, Washington, D.C.

Pub Date-Jan 79

Note-27p.

Available from-Office of Research, NIICU, 1717 Massachusetts Ave., N.W., Suite 503, Washington, D.C. 20036 ($1.50)

Pub Type- Numerical/Quantitative Data (110) ()

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*College Students, Community Colleges, *Enrollment Rate, *Enrollment Trends, Graduate Students, Higher Education, Institutional Characteristics, Junior Colleges, National Surveys, *Private Colleges, Professional Education, Statistical Data, Transfer Students, Trend Analysis, Undergraduate Students, Universities

Information on 1978 fall enrollment at independent colleges and universities is provided for college presidents and policy-makers. The study utilized the national sample of the Bowen-Minter study, expanded to include research universities and two-year colleges. The stratified sample of 135 institutions represents a universe of 1,157 institutions, which is all of the independent sector, except autonomous professional schools. Data are provided on freshman, graduate, first-professional, transfer student, and total enrollments. Freshman and graduate headcount enrollment remained about the same in fall 1978 as in fall 1977, although graduate enrollment as a percent of total enrollment is declining at all types of institutions. First-professional enrollment is up at all colleges and universities, and first-professional headcount is increasing slightly as a percent of total enrollment at universities. The percent increase of transfer students is up in two-year colleges and comprehensive colleges and universities. Information is presented on enrollment in different regions of the country, by type of institution, and size of institution. (SW)

ED 167 018 HE 011 005

Part-Time Programs: Undergraduate Certificates and Degrees.

Council for the Advancement of Lifelong Learning, Latham, New York.

Pub Date-Feb 78

Note-7p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Associate Degrees, *Bachelors Degrees, College Programs, Day Students, Educational Certificates, Evening Classes, Evening Students, *Extension Education, Guides, Higher Education, Night Schools, Nontraditional Students, *Part Time Students, *School Schedules, Undergraduate Study

Identifiers-Adirondack Community College NY, Albany Business College NY, Clinton Community College NY, College of Saint Rose NY, Columbia Greene Community College NY, Fulton Montgomery Community College NY, Lifelong Learning, North Country Community College NY, Russell Sage College NY, Schenectady County Community College NY, State University of New York Albany

A chart provides information on part-time programs leading to certificates, associate degrees, and bachelor degrees that can be pursued through early morning, late afternoon, and evening and weekend courses at 13 colleges. All members of the Council for the Advancement of Lifelong Learning, institutions are: Adirondack Community College, Albany Business College, Clinton Community College, College of St. Rose, Columbia-Greene Community College, Cornell-NYS School of Industrial and Labor Relations, Fulton-Montgomery Community College, North Country Community College, Russell Sage College Evening Division, Schenectady County Community College, and State University of New York at Albany. (SW)

ED 167 019 HE 011 006

Wick, Margaret

Indicators of College and University Faculty Members' Willingness to Participate in Faculty Development Activities.

Pub Date-76
Note-6p.
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, Cooperation, *Faculty Development, Higher Education, Institutional Characteristics, Motivation, Predictor Variables, *School Surveys, *Teacher Attitudes, Teacher Characteristics, *Teacher Participation

Characteristics of faculty members and institutions were examined that would be predictive of faculty members' willingness to participate in faculty development activities. Of 325 institutions surveyed, 70 provided institutional data and a list of full-time faculty members. Of the 1,000 faculty members surveyed, usable responses were received from 585. A questionnaire investigated the orientation of faculty members toward their profession and organization for which they worked, the way in which Faculty members spend their time, and demographic characteristics of faculty members. None of the variables studied were predictive of faculty members' willingness to participate in faculty development activities. Among the tentative conclusions are that faculty members are most willing to participate in faculty development activities related to their professional career; teaching activities are second, and other institutional activities are least favored. Four recommendations are offered. (SW)

Goeres, Ernest R.

Faculty Productivity. Collective Bargaining Perspectives. Volume 3, Number 5, May 1978.

West Virginia Univ., Morgantown. Dept. of Educational Administration.
Pub Date-May 78
Note-5p.
Available from-Department of Education Administration, College of Human Resources and Education, West Virginia University, Morgantown, WV 26506
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Collective Bargaining, *College Faculty, Definitions, Faculty Evaluation, *Faculty Workload, Higher Education, *Negotiation Agreements, Performance Criteria, *Productivity, Teacher Administrator Relationship, Teacher Responsibility, Teaching Assignment, *Teaching Load

An analysis of higher education collective bargaining agreements reveals that the question of faculty productivity is addressed almost exclusively in terms of workload, with the emphasis on efforts that are quantifiable. These workloads are defined in terms of minimums and maximums. Typically each agreement defines in specific terms what the minimum or basic acceptable workload is for full-time faculty members. A full-time teaching load is usually defined in terms of credit hours or contact hours taught. Mechanisms exist in a workload formula to credit faculty members for teaching overloaded classes and for other conditions. Most agreements make allowances for reduction in teaching load for a variety of activities, such as being department chairperson or being placed on a research grant. Once the definition of a minimum workload is determined, agreements address the maximum workload expected without extra pay or compensation. Agreements define very specifically what constitutes work overload in other instructional and instructional-related activities, including the following: class preparations, evening and weekend teaching, length of working day, minimum time between classes, teaching at different classes, limits on class size, course overloads, and student advising. Excerpts from collective bargaining agreements are included. (SW)

ED 167 021 HE 011 008

The Age Discrimination Act of 1975 and Women on Campus.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-Mar 78

Note-6p.; Based upon testimony presented to the U.S. Commission on Civil Rights by Dr. Bernice Sandler, Executive Director of the Project on the Status and Education of Women and by the National Advisory Council on Women's Educational Programs

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, D.C. 20009

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Students, *Age, College Students, Educational Discrimination, Educational Opportunities, Eligibility, *Equal Education, *Federal Legislation, *Females, Higher Education, *Nontraditional Students, School Services, *Sex Discrimination, Student Financial Aid, Student Needs, Womens Education

Identifiers-Age Discrimination, *Age Discrimination Act 1975, Reentry Students, Reentry Workers

The Age Discrimination Act of 1975 is summarized, and issues concerning the adult woman and older students on campus are discussed. The act will be helpful in eliminating some of the inequities older women (and men) may face in educational institutions. The act does not define ``age'' to limit coverage; it simply prohibits discrimination on the basis of age. The primary benefits of the act for women in education are likely to be in areas such as admissions, financial aid, counseling, and health care. In addition to having motivation and high grades, older students make a valuable contribution to the classroom by adding to its diversity. Because some graduate and professional schools have not experienced a shortage of students, discrimination on the basis of age is likely to be more pronounced. Financial aid is usually limited to at least half-time students, and many adults, including homemakers and working women, who participate in education on a part-time basis do not qualify for aid. Some scholarships also are restricted to persons under specific ages, and the arbitrary definitions of ``dependent'' and ``independent'' status used in determining eligibility for financial aid frequently hurt married women, especially those with children. In many cases, counseling, related services, and health facilities do not address the needs of older women. Physical education requirements, continuing education programs, and recruitment and outreach are discussed. Consistency of the act with other federal legislation is addressed. An insert summarizing the act is included. (SW)

Part-Time Faculty Employment. Project on the Status and Education of Women.

Association of American Colleges, Washington, D.C.
Pub Date-Apr 76
Note-6p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009
Pub Type- Reports - General (140)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Policy, *College Faculty, *Employment Practices, *Faculty Workload, Females, Fringe Benefits, Higher Education, *Part Time Teachers, *Personnel Policy, Sabbatical Leaves, Sex Discrimination, Teacher Responsibility, Teacher Salaries, Teaching Assignment, *Teaching Conditions, Tenure
Identifiers-Joint Appointments

Different types of policies adopted by colleges and universities to deal with part-time faculty employment and kinds of issues that may arise are considered. Three types of part-time teaching appointments are distinguished, and the shared appointments or split contracts arrangement is described. The shared appointment is one full-time position held by two persons who together perform the job, and salary, benefits, and responsibility are generally based on one full-time workload. Permitting of mobility, or transfer from full-time status to part-time status and back again, can enable faculty members to continue their careers in an unbroken manner. It is illegal for an employer to discriminate against a part-time employee on the basis of sex, and it is illegal for an employer to restrict or channel women into part-time positions. In some instances, differential treatment of all part-time employees (compared to all full-time) might be considered sex discrimination. Determination of salary, fringe benefits, access to tenure, sabbatical leaves, and other responsibilities is covered. The future of part-time faculty employment, information on where to find policies on part-time employment, and a short annotated bibliography of other resources are included. (SW)

ED 167 023 HE 011 010

The National Guide to Credit Recommendations for Noncollegiate Courses.

American Council on Education, Washington, D.C.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-79
Note-230p.
Available from-American Council on Education, One Dupont Circle, Washington, DC 20036
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Business, *College Credits, *Course Descriptions, Decision Making, Directories, Guidelines, Higher Education, *Industrial Training, Industry, Inplant Programs, *Management Education, Manpower Development, National Surveys, *Professional Training, Program Guides, *School Industry Relationship
Identifiers-*Prior Learning

This national guide presents credit recommendations and course descriptions for education officials to consider when granting credit to students for learning acquired in noncollegiate organizations. The courses listed in the guide represent only a small sample of the educational programs conducted by the participating organizations. A section on use of the guide explains the types of courses in the guide, how to locate a particular course exhibit, how to interpret course exhibits, how the credit recommendations might be used, and how to receive assistance from the program offices. Questions and answers for counselors and advisors of adult students, and guidelines for national guide users in colleges and universities are included. Procedures and criteria used in the evaluation process for making credit recommendations are summarized. This edition of the guide also contains the results of evaluations on credit recommendations for apprenticeship programs and for courses offered by home-study schools that are accredited bV the National Home Study Council. (SW)

ED 167 024 HE 011 011

Park, James

Grievance Procedures. Collective Bargaining Perspectives. Volume 3, Number 6, June 1978.

West Virginia Univ., Morgantown. Dept. of Educational Administration.

Pub Date-Jun 78

Note-5p.

Available from-Department of Education Administration, College of Human Resources and Education, West Virginia University, Morgantown, WV 26506

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Arbitration, *Collective Bargaining, *College Faculty, Definitions, Employment Problems, *Grievance Procedures, Higher Education, *Negotiation Agreements, *Negotiation Impasses, Teacher Administrator Relationship

Resolution processes as provided for in complaint, grievance, and arbitration procedures found in collective bargaining agreements in four-year colleges and universities are reviewed. There is a variance in collective bargaining agreement definitions of a grievance and of a complaint. A common definition of a grievance and a complaint and some exceptions to grievances are presented. Several agreements contain provisions for handling faculty complaints, that are normally done on an informal basis. Several procedures define both complaints and grievances without significant material distinctions. There is also considerable variation as to the construction of the procedures and the number of steps and formalities involved in the processing of unresolved disputes. Examples of miscellaneous provisions to expedite grievances and protect the rights of the parties are presented. All of the agreements reviewed, with one exception, have provisions for either binding or advisory arbitration as the first step in the grievance procedure. Selection of an arbitration, authority of the arbitrator, and other factors are discussed. (SW)

ED 167 025 HE 011 013

Mohrman, Kathryn, Ed.

Programs for Intercultural Understanding. The Forum for Liberal Education, January 1979.

Association of American Colleges, Washington, D.C.

Pub Date-Jan 79

Note-11p.; Not available in hard copy due to small print

Available from-FORUM, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

Pub Type- Journal Articles (080) - Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Business Education, *College Curriculum, Course Descriptions, *Cultural Awareness, Curriculum Development, Developing Nations, *Global Approach, Higher Education, Humanistic Education, *Intercultural Programs, *International Programs, International Studies, *Liberal Arts, Multicultural Education, Rural Development, Theater Arts, World Affairs

Identifiers-Bethel College KS, Colby College ME, Cornell University NY, Donnelly College KS, North Shore Community College MA, University of Washington, Utica College NY

Seven curriculum programs that stress intercultural understanding and awareness for American students are described, other intercultural-related programs are listed, and an article on global education is presented. The curriculum programs are as follows: A New Program in Humanistic Liberal Education'' at the University of Washington; Regional and Canadian Studies'' at Colby College; International Studies Curriculum Development Project'' at North Shore Community College; International Performing Arts'' at Cornell University; Rural Development in Emerging Countries'' at Bethel College; One World Program'' at Donnelly College; and International Business Program'' at Utica College. The article on global education by Robert Leestma discusses why global education is important and outlines the following components of global education: unity and diversity of mankind, international human rights, global interdependence, intergenerational responsibility, and international cooperation. Eleven additional programs at universities that relate to intercultural education are identified, and resources in this field of study are presented. (SW)

McCulley, P. Michael
Chapel Hill and Other Freshmen: A Look at the Classes of 1980 and 1981.
North Carolina Univ., Chapel Hill. Office of Institutional Research.
Pub Date-Apr 78
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Cooperation, *College Freshmen, *Educational Status Comparison, Higher Education, Institutional Research, Research Projects, *Student Attitudes, *Student Characteristics
Identifiers-*Cooperative Institute Research Program, *University of North Carolina Chapel Hill

Data on freshmen at the University of North Carolina at Chapel Hill are presented and compared to data of comparable institutions as part of the research of the Cooperative Institutional Research Program (CIRP). The study deals with the class of 1980 (enrolled, fall 1976) and the class of 1981 (enrolled, fall 1977). The two classes of entering freshmen are profiled using data submitted on state and federal reporting forms. The CIRP Freshman Survey data are presented in selected areas as a series of tables that allow comparisons of the class by sex with other freshmen populations entering in the same year. Data are shown by sex for each of the following groups: Chapel Hill freshmen, freshmen entering highly selective public universities, freshmen entering highly selective private universities, and freshmen entering all universities. Some brief highlights of the survey are noted in the text along with some comparisons between the classes of 1980 and 1981, and possible implications of the data for planning and decision making at the University of North Carolina at Chapel Hill are presented. Suggestions for futher campus uses of the data obtained through the annual surveys are also offered. (SW)

ED 167 027 HE 011 020

Brunner, Henry S.
Land-Grant Colleges and Universities, 1862-1962.
Office of Education (DHEW), Washington, D.C.
Report No.-DHEW-OE-50030
Pub Date-66
Note-86p.; Reprint; Not available in hard copy due to marginal legibility of original document
Pub Type- Historical Materials (060) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Development, *Educational History, *Federal Aid, *Federal Legislation, Federal Regulation, *Government School Relationship, Higher Education, *Land Grant Universities, Laws
Identifiers-Bankhead Jones Act 1935, Department of Agriculture, Hatch Act 1887, Morrill Act 1862, Morrill Act 1890, Nelson Amendment 1907, Office of Education, Public Law 571, Retirement Act 1940, Smith Lever Act 1914

Laws and rulings affecting resident instruction in the land-grant colleges and universities are described. The land grant college or university is recognized and designated by the legislature of the state as being qualified to fulfill the provisions and to receive the benefits of either or both the First Morrill Act of 1862 or the Second Morrill Act of 1890. The development of the land-grant system from 1862 to 1962 is outlined, and chronologies are provided of institutions by states. Procedures for administering federal funds for instruction are presented. The funds for instruction are administered by the U.S. Department of Health, Education, and Welfare, Office of Education and the funds for experiment stations and extension services are

administered by the U.S. Department of Agriculture. Tests of federal laws and rulings relating to federal funds for instruction for land-grant colleges and universities are presented. Statistical data are presented on: federal funds received by the land-grant institutions for instruction and facilities for instruction; scope of operations of land-grant institutions, 1960; and allotment of funds to states and Puerto Rico, 1962. (SW)

ED 167 028 HE 011 021

Changing Tertiary Education in Modern European Society.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-78
Note-290p.; Report prepared by the Working Party on the Diversification of Tertiary Education.
Available from-Council for Cultural Co-operation, Council of Europe, Strasbourg, France ($10.00)
Pub Type- Books (010) - Reports - General (140) - Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors-Access to Education, *College Role, *Comparative Education, *Educational Alternatives, Educational Coordination, Educational Needs, Educational Opportunities, *Educational Policy, Educational Status Comparison, Equal Education, *Foreign Countries, *Higher Education, Policy Formation
Identifiers-Education and Work, *Europe (West), France, Netherlands, Norway, Sweden, Switzerland, United Kingdom, West Germany

Reports on recent developments and problems in the diversification of tertiary education in seven Western European countries are presented by members of the Working Party on the Diversification of Tertiary Education. Policy analysis and evaluation and recommendations for future policy are also provided. As a policy, diversification refers to the need for a variety of educational structures and means to cater for a student body greatly differing as to age, previous schooling, social experience, educational objectives and opportunities for study. In a policy of diversification the aspect of coordination needs to be stressed in order to achieve a diversified, but at the same time integrated, system. Reports of diversification of tertiary education are presented as follows: France by Paul Didier, Federal Republic of Germany by Ludwig Gieseke, The Netherlands by R. A. de Moor, Norway by Kristian Ottosen, Sweden by Lennart Sandgren, Switzerland by Roselyne Crausaz, and The United Kingdom by J. Eggleston. The original draft of the section on policy was prepared by R. A. de Moor. Recommendations are offered with regard to policy goals, equal educational opportunity, effectiveness and efficiency, the building of a system of tertiary education, and the relations between tertiary education policy and the labor market. (SW)

ED 167 029 HE 011 022

Implementing a New Governance System for Higher Education in Montana. Final Report of the First Commissioner of Higher Education Dr. Lawrence K. Pettit to the Montana Board of Regents of Higher Education.

Montana Univ. System, Helena.
Pub Date-31 Dec 78
Note-35p.
Available from-Montana Board of Regents of Higher Education, Helena, Montana 59601
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Education, *Administrative Organization, *Centralization, Educational Administration, *Governance, Governing Boards, *Higher Education, Leadership Responsibility, Multicampus Colleges, *Organizational Change, Policy Formation, Power Structure, *State Boards of Education, *State Universities, Statewide Planning
Identifiers-*Montana

The changes and progress made under the new system of governance of the Montana university system are examined. The report compares progress made by the system in the five years preceeding the change of governance (1968-1973) with the progress made during the first five and one-half years of the new system (July, 1973 to December, 1978). Under the new centralized system, authority patterns had to be redefined: the authority of the Commission of Higher Education was established, and the constitutional independence of the Board of Regents was affirmed. Brief summaries and data are presented on the following areas: formulation and recodification of regents' policy, new leadership, academic programs, budget and financial support, students, faculty, physical facilities, fiscal management, collective bargaining, legal services, and public support. (SW)

ED 167 030 HE 011 023

Graduate Science Education: Student Support and Postdoctorals, Fall 1977. Technical Notes and Detailed Statistical Tables.

National Science Foundation, Washington, D.C.

Report No.-NSF-78-315

Pub Date-78

Note-233p.; Not available in hard copy due to small print of original document

Available from-Surveys of Science Resources Series, National Science Foundation, Washington, D.C. 20550

Pub Type- Numerical/Quantitative Data (110) ()

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Science, Departments, Doctoral Degrees, *Engineering, Financial Support, Graduate Students, *Graduate Study, Higher Education, Masters Degrees, *Post Doctoral Education, *Sciences, *Student Financial Aid

Identifiers-Graduate Science Student Support and Postdoctorals, Graduate Traineeship Program

The fall 1977 survey of Graduate Science Student Support and Postdoctorals (GSSSP) covered graduate science and engineering departments at doctorate-granting institutions, including medical schools, and departments in institutions that grant a master's as the highest degree. The 1977 universe consisted of 370 doctorate institutions with 7,951 departments and an additional 1,562 departments in 326 master's institutions. Tables are presented on the number of institutions and departments surveyed under the Graduate Traineeship Program from 1967 to 1971 and those covered by the GSSSP from 1972 to 1977. The extent of the expansion at both doctorate-granting and master's-granting institutions is indicated, and department and enrollment coverage since the survey series began are included. Institutions participating in the survey are presented alphabetically within each state for both doctorate-granting and master's-granting institutions accompanied by the classification code developed by the Carnegie Commission on Higher Education. Instructions for completing the departmental data sheets, the survey instruments, and summary tables of the findings are appended. (SW)

ED 167 031 HE 011 024

Voluntary Support to Private Black Colleges, 1969-70 and 1976-77. Research Report, Vol. III, No. 1, January 1979.

United Negro College Fund, Inc., New York, N.Y.

Pub Date-Jan 79

Note-18p.; Not available in hard copy due to colored background

Available from-Research Department, United Negro College Fund, Inc., 500 East 62nd St., New York, NY 10021

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Black Colleges, *Educational Finance, *Financial Support, Foundation Programs, Higher Education, Organizations (Groups), *Private Colleges, *Private Financial Support, Religious Organizations

The growth in philanthropic support by source to the private black colleges is traced and compared with that for voluntary support to higher education institutions generally and to private higher education particularly. Data are obtained from the 1969-70 and 1976-77 Council for Financial Aid to Education surveys and from data collected directly from the institutions. Twenty-five of the 40 private, fully-accredited predominantly black undergraduate colleges and universities reported data for the two survey years. In corporate, foundation, religious denomination, alumni, and other group support, the percentage increases in giving to the private black colleges between 1969-70 and 1976-77 outpaced the increases experienced by private coed colleges nationally. Non-alumni individual support was the only source of private support where private coed colleges nationally had a larger percentage increase than private black colleges. At private black colleges, most of the students' families cannot afford to contribute to their children's tuition or room and board or make financial contributions to the colleges. If present trends in philanthropic support continue, the private black colleges should have a relatively stable financial future, but additional resources are needed to keep pace with rising costs and new program development. (SW)

ED 167 032 HE 011 026

Akst, Geoffrey

Minimum Competency Comes to College: Putting the CUNY Experience in Perspective.

Pub Date- 78

Note-11p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Standards, *Basic Skills, College Programs, *Educational Accountability, Higher Education, Mastery Tests, *Minimum Competency Testing, Open Enrollment, *Performance Criteria, Secondary Education, *Student Evaluation

Identifiers-*City University of New York, Competence

Minimum competency testing, in which passing a uniform test is necessary (but not sufficient) for promotion or graduation, has been carried out in a number of colleges, including the City University of New York (CUNY). Competency programs usually have three basic components: placement testing, remedial instruction, and exit testing. Competency testing at the high school level is typically mandated on a statewide basis. At the college level, there is also a trend toward systemwide programs, particularly in open admissions schools. Most competency programs in both the high schools and colleges test traditional basic skills: reading, writing, math, and particularly at the college level, elementary algebra. Information is presented on testing programs at CUNY, public colleges of New Jersey, and the university system of Georgia. The extent to which math competency tests should stress conventional arithmetic is a matter of controversy. Although there is public support for competency testing, it has been criticized on the basis of the test content, which in some programs has been characterized as culturally biased and therefore discriminatory. Other criticisms have been directed to the level of difficulty of the tests, the neglect of the rest of the curriculum because of the emphasis on basic skills, and the need to base assessment on teachers' perceptions as well as test scores. (SW)

ED 167 033 HE 011 027

Lepchenske, George L.

Undergraduate Education: A Legal Issue?

Pub Date-Jun 75
Note-13p.; Analysis submitted in partial fulfillment of the requirements of a course in the law and American education
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Standards, College Role, *Constitutional Law, Court Cases, *Educational Accountability, *Educational Quality, Educational Responsibility, *Equal Protection, *Higher Education, Legal Problems, Student Rights, Undergraduate Study

The quality of education being offered by institutions of higher education is being questioned. Trends toward educational quality are evident by court cases that are cited; the issue has been school finance. The equal protection clause of the Constitution has been extended to apply to several areas through the idea of fundamental rights.'' The potential right to a certain quality of education is an issue that will continue to be considered in the courts. The notion that equal protection may be translated into an argument for minimum protection is discussed. If inequality is seen as the inability to satisfy certain basic needs, then the idea of equal protection begins to appear as minimum standards to be met rather than merely as consistent application of a particular law. In some states, legislatures have already adopted statutory forms of accountability for educators and public school systems. In other instances, there is a growing movement toward taking school districts into courts in accountability'' actions. When the quality of higher education is questioned, it may be framed in such terms as to make it seem that society is questioning whether an undergraduate education is constitutional. The quality of education has implications for collective bargaining and tenure. (SW)

ED 167 034 HE 011 028

Levine, Arthur

The Life and Death of Innovation in Higher Education. Occasional Paper Number Two.

State Univ. of New Yo[illegible], Buffalo. Dept. of Higher Education.
Pub Date-Dec 78
Note-83p.
Available from-Department of Higher Education, 479 Baldy Hall, State University of New York at Buffalo, Buffalo, NY 14260
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Freedom, College Administration, College Governing Councils, *College Planning, Educational Quality, *Governance, Higher Education, *Innovation, *Institutional Characteristics, Organizational Change, *Organizational Theories, School Organization, State Colleges, Success Factors
Identifiers-*State University of New York Buffalo

To discover why innovations fail, a model of institutionalization-termination process of innovation was applied in a study of the colleges at the State University of New York (SUNY) at Buffalo. Additionally, a recent formal evaluation of the college that updates the analysis is appended. The concepts of ``boundary expansion'' and ``boundary contraction'' are explained as are the characteristics of ``compatibility'' and ``profitability,'' which determine whether innovation will be institutionalized by boundary expansion or contraction. In 1975 at SUNY at Buffalo, each college interested in continuing was required to submit a charter. Four issues underlying chartering that were concerned with the compatibility of the colleges and universities are: organization and administration of the colleges, character of the collegiate assembly, academic freedom, and academic quality of college courses. Formulating and planning of the institutionalization-termination of the innovation, approving a plan, and implementing the plan are discussed. Interpretations of applying the model at SUNY at Buffalo are provided. The appended evaluation report addresses the colleges as residential units and as academic units, the governance of the colleges, and the colleges and the rest of the community. (SW)

A Report to the President, June 1964. Public Higher Education in the District of Columbia.

President's Committee on Public Higher Education in the District of Columbia.

Pub Date-Jun 64

Note-50p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Advisory Committees, College Administration, *College Planning, *College Role, Community Colleges, *Educational Demand, Educational Problems, Educational Resources, Governing Boards, Graduate Study, *Higher Education, Junior Colleges, Liberal Arts, *Needs Assessment, Public Education, Research Projects, Scholarships, Sciences, Student Characteristics

Identifiers-*District of Columbia

The final report of the Committee on Public Higher Education in the District of Columbia, which was created by President Kennedy in 1963, is presented. The contents are as follows: the committee's assignment and procedures; educational problems of the District of Columbia; the educational resources and deficiencies of the District; the basic educational need of the District; recommendations concerning the community (or junior) college; recommendations concerning a college of liberal arts and sciences; recommendations concerning noncompetitive scholarships in special curricula; recommendations concerning high-level graduate study and research; and the organization and relationships of District educational institutions. The discussion of the community college and the college of liberal arts and sciences considers the need for the colleges, the nature and purposes of the colleges, the student bodies, and other significant characteristics of the college. The discussion of institutional organization and relationships among institutions considers the separate organization and administration of the two proposed institutions, creation of a Board of Higher Education, and prompt planning and preliminary organization. (SW)

ED 167 036 HE 011 031

Brigman, S. Leellen

Prediction of Grade Point Average (GPA) and Normative Data for University Freshmen. Indiana Studies in Higher Education No. 38.

Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.

Pub Date-Nov 78

Note-18p.; Not available in hard copy due to print quality

Available from-Bureau of Evaluative Studies and Testing, Division of Research and Development, Indiana University, Bloomington, IN

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Entrance Examinations, *College Freshmen, *Grade Point Average, Group Norms, Higher Education, *National Norms, Norm Referenced Tests, Predictive Ability (Testing), *Predictor Variables, State Universities

Identifiers-*Indiana University

The 4,987 freshmen who entered the Bloomington campus of Indiana University in the fall of 1977 were used to establish two schemes for predicting first-semester grade point averages. Three sets of prediction equations and a graphic scheme for determining probable grade point averages were provided. Entering freshmen norms were included for SAT scores, high school rank, and first-semester college grade point averages. When compared to the national norms on the SAT provided by the College Entrance Examination Board for the 1977 college-bound candidates, the average entering freshman at Indiana University scored slightly higher on both the SATV and SATM, and, on the whole, the Indiana University students were more homogeneous than the national group. Statistical tables are included in the report. (Author/LBH)

ED 167 037 HE 011 032

Yanoff, Jay M. And Others

The Impact of an Experiential/Feedback-Oriented Curricula on Levels of Confidence of Dental Students.

Pub Date-27 Oct 78

Note-24p.; Paper presented to the Northeastern Educational Research Association (Ellenville, New York, October 25-27, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavioral Objectives, *Clinical Experience, Curriculum Development, *Dental Schools, Educational Accountability, Educational Assessment, Experiential Learning, *Graduate Students, Higher Education, Instructional Innovation, Professional Education, *Self Evaluation, *Student Evaluation, Student Reaction

Identifiers-*University of Pennsylvania

The impact of an experiential/feedback oriented curricula on levels of confidence of dental students was examined. The study was conducted in the TEAM (Training in Expanded Auxiliary Management) program at the University of Pennsylvania School of Dental Medicine. The subjects were 31 senior dental students (fourth year) who had completed a one-semester elective didactic course entitled, Management of a Dental Practice: A TEAM Approach,'' and a three-and-one-half week clinical elective. In the clinical experience the student managed his own group dental practice utilizing expanded-function dental assistants. Twenty-three behaviors were identified that relate directly to managing a group dental practice using the assistants. A 1-7 scale was used for a student to determine how effectively he could carry out the behavior. Each student completed the attitude measure as part of a larger questionnaire entitled, Pre-Questionnaire TEAM Clinical Experience.'' After a student completed the Senior Associate week, he was given the TEAM Clinical Feedback Form.'' Both the questionnaire and feedback form are appended. Among the conclusions of the study are the following: innovative curricula are possible in a professional school; attitude measures are a reliable and valid means of determining growth in the affective domain; the TEAM Clinical Program at the dental school has accomplished 23 of its behavioral objectives as measured by student and faculty reports; and student self-reports are reliable and correlate with faculty perceptions in a clinical situation. (SW)

ED 167 038 HE 011 033

Petersen, Richard J. Smith, Carolyn R.

Migration of College Students. Preliminary Analysis of Trends in College Student Migration.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date- 76

Note-14p.; Not available in hard copy due to small print

Available from-Department of Health, Education, and Welfare, Office of the Assistant Secretary for Education, National Center for Education Statistics, Washington, DC 20202

Pub Type- Numerical/Quantitative Data (110) - Information Analysis (070) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*College Students, Community Colleges, *Enrollment Trends, Higher Education, *Migration Patterns, Private Colleges, *Resident Students, State Colleges, State Universities, *Student Mobility, *Transfer Students

Identifiers-In State Students

Data and a brief analysis of migration of college students are presented. Information is presented on: enrollment by control of institution and ``origin'' of student for 1958, 1963, 1968, and 1975; net migration of college students and percent of student residents remaining in home state institutions for these four years; residence and migration of all students in fall 1975 for all institutions, all publicly controlled institutions, and all privately controlled institutions; and residence and migration of first-time undergraduate students for all institutions for fall 1975. Data are also presented by type of school, level of institution, and level of enrollment for fall 1975, and data allow examination of state outmigration, inmigration, and net migration. Tables include the ratios of students remaining to students enrolled and to student residents. A greater percentage of students were enrolled in colleges in their home state than in previous years, but care must be taken in interpreting this finding since legal residence requirements have changed since the 1968 survey. Public institutions had a larger percentage of students who remained in the same state than did private institutions. Community colleges and other 2-year institutions enrolled a larger percentage of their students from within the state than did 4-year colleges and universities. Comparative data for males and females and data on foreign students are included. (SW)

ED 167 039 HE 011 034

Munsterman, Richard E.

Collective Bargaining in Higher Education: The Western Michigan University Experience.

Pub Date-15 Aug 77

Note-20p.; Paper presented at the National Conference of Professors Educational Administration (Eugene, Oregon, August 15, 1977)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Collective Bargaining, *College Faculty, Contracts, Department Directors (School), Departments, Faculty Organizations, *Governance, Higher Education, *Negotiation Agreements, Organizations (Groups), Teacher Salaries, *Unions

Identifiers-*American Association of University Professors, Department Chairpersons, Faculty College Relationship, *Western Michigan University

Negotiation experiences of Western Michigan University (WMU) with the American Association of University Professors (AAUP) as bargaining agent are described. The important issues, sequence of major events and issues, and the changing governance role of the departmental chairperson and heads are discussed. The goal of the paper is to improve understanding of the higher education negotiating process when the governance role of faculty and administration changes from the collegial model to the conflict model. Information was obtained from interviews of faculty and administrative personnel, from documents from the university's administration, from the AAUP local chapter newsletter, from newspapers, and the student paper. The paper also deals with the following topics: background information of WMU; the chronological listing of events prior to unit determination, events prior to signing the first contract, and events for the first year after the first contract; and the governance role of the departmental chairperson. The major issue in WMU's negotiations between the AAUP and the administration were salary and fringe benefits and departmental governance. The AAUP desired to have a more active role in the allocation of economic resources and at the same time maintain all the benefits of the collegial governance process as it existed before the bargaining unit was formed. Negotiating the first contract was very difficult because the faculty did not want to trade any benefits prior to negotiations to gain increased economic rewards or additional voice in the university governance. (SW)

ED 167 040 HE 011 035

Barry, Stephen T.
Report of a Survey of 1975 Graduates.
Boston State Coll., Mass.
Pub Date-Aug 78
Note-113p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*College Graduates, *Educational Benefits, Family Background, Family Characteristics, Higher Education, Income, Job Satisfaction, Parent Student Relationship, *Salaries, Student Attitudes, Student Characteristics, *Student Experience, *Vocational Followup
Identifiers-*Boston State College MA, Education and Work, *Outcomes

Early career outcomes and evaluations of the college experiences of 1975 graduates of Boston State College are reported. These evaluations and outcomes are related to prior academic performance as students, to family and peer influences, and to elements of personal and socioeconomic background. The administration of a questionnaire generated information about the following variables: socioeconomic standing; father's occupation; family size; parents' education and employment; experiences prior to college; high school preparation; number of other colleges applied to and number of acceptances to other colleges; high school rank; parental feelings about their college attendance; age, sex, and race; expectations about future standard of living; expectations about college resulting in knowledge or credentials; duration of college study; academic expectations and achievements; unmet academic needs; salary outcomes by sex and major; effects of race and age on salary outcomes; information on employment by college major; job satisfaction; graduate school attendance; academic and personal satisfaction; and satisfaction with income and work. (SW)

ED 167 041 HE 011 036

Pace, C. Robert Rosenstein, Carolyn

Seven Years Later. Education and Work: A 1977 Survey of Students Who Entered the University of California in 1970.

California Univ., Los Angeles. Lab. for Research on Higher Education.

Pub Date-Jun 78

Note-99p.

Available from-Laboratory for Research on Higher Education, Graduate School of Education, University of California, Los Angeles, CA

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Career Choice, *College Graduates, *Educational Benefits, Higher Education, Individual Development, Job Satisfaction, Occupational Aspiration, *Participant Satisfaction, Student Opinion, *Vocational Followup, Vocational Interests

Identifiers-*California University, California University Los Angeles, California University Riverside, California University Santa Barbara, California University Santa Cruz, *Education and Work

Based on a national followup survey of college freshmen conducted by the Higher Education Research Institute, the University of California (UC) respondents were singled out for examination. In the spring of 1977, the national survey was sent to freshmen who had entered college in the fall of 1970. The UC sample of 4,240 freshmen attended either the University of California at Los Angeles, Riverside, Santa Barbara, or the Santa Cruz campus. Information is presented on the respondents' job status, job satisfaction, vocational motivation, job benefits, intellectual-cultural benefits of college, personal development benefits of college relationships among educational benefits, and nongraduates and non-UC graduates. Among the findings are that of the 1,080 UC freshmen who replied to the questionnaire, nearly nine-tenths had earned a bachelor's degree, and about 60 percent of the graduates went on to graduate and professional school. About 60 percent of the respondents were attending school at the time they filled out the questionnaire, nearly seven years after their entrance as freshmen. Forty-five statistical tables are presented. (SW)

ED 167 042 HE 011 037

Pay and Price Standards Implementation Guide. NACUBO Special Report 79-2.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-29 Jan 79
Note-21p.; Not available in hard copy due to print quality
Available from-NACUBO, One Dupont Circle, Suite 510, Washington, D.C. 20036
Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cost Indexes, Economic Factors, *Educational Finance, Estimated Costs, Higher Education, Nonprofit Organizations, *School Personnel, *Standards, *Teacher Salaries, Wages
Identifiers-*Council on Wage and Price Stability, *Wage Standards

Excerpts are presented from a Pay and Price Standards Implementation Guide,'' published by the Council on Wage and Price Stability (COWPS), to provide information pertinent to the compliance effort of institutions of higher education. In addition, a copy of a letter sent to Farrell Bloch, senior Economist at COWPS, defining what constitutes a deficit'' for a nonprofit organization is included. In order to comply with the pay standard, institutions must calculate rates of change of pay rates for various employee groups. Different methods of computing these changes are required for collective bargaining agreements and nonunion pay-rate increases. A method of computing the base-period pay rate and the pay rate at the end of each year of the contract period is presented. Descriptions are provided of how an institution might compute each of the following key elements needed to compute pay rates in the formula: average straight-time wage rate, hours worked and hours of leave, cost of paid-leave benefits per hour worked, and other benefit costs per hour worked. Three alternate methods of calculating nonunion pay increases are presented. Additionally, questions and answers are presented that are an extension of those reproduced in the final regulations published in the December 28, 1978 Federal Register.'' (SW)

ED 167 043 HE 011 059

Mayville, William V.

Interdisciplinarity: The Mutable Paradigm. AAHE/ERIC/Higher Education Research Report No 9, 1978.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-79p.; Small print may be marginally legible

Available from-American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)

Pub Type- Books (010) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*College Curriculum, College Programs, *Curriculum Development, *Educational Change, Educational Objectives, Higher Education, *Integrated Curriculum, *Interdisciplinary Approach, *Models

The many forms of interdisciplinarity in higher education institutions and the various ways it has been used to advance curricular changes are examined. Definitions of interdisciplinarity and its variants (multi-, pluri-, and transdisciplinarity) provide a conceptual framework for the examination. In this study, interdisciplinarity is understood to mean interaction among two or more different disciplines and should include the idea of integration of concepts, methodology, procedures, epistemology, terminology, and data. Educational outcome models are examined to clarify the organizational premises interdisciplinary programs have adopted to achieve the goal of "integration." The development of education outcomes is addressed using the historian William Bouwsma's educational models of the aristocratic, scribe, civic, existential, Christian-secular, and romantic-naturalist ideals as ways to comprehend interdisciplinary curricular directions. Many of these ideals have become incorporated into interdisciplinary programs with little attention paid to their potentially conflicting outcomes or to Boisot's delineation of interdisciplinary study into philosophical, ethical, and educational types. The practical implications of these models are addressed through the examination of specific interdisciplinary programs. Interdisciplinary programs have the potential for generating both internal (curricular) and external (societal) change. Recommendations address certain problem areas that need to be considered before interdisciplinary programs can be effective. (SW)

ED 167 044 HE 011 060

Strengthening Developing Institutions. Title III of the Higher Education Act of 1965. Annual Report.

Advisory Council on Developing Institutions, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Note-72p.; Appendix may be marginally legible due to small print

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Advisory Committees, Black Colleges, Curriculum Development, *Developmental Programs, Educational Development, Educational Improvement, Faculty Development, *Federal Aid, Federal Government, *Government School Relationship, Higher Education, School Services, *Small Colleges

Identifiers-*Developing Institutions, *Higher Education Act 1965 Title III, Institutional Development

This 1977 annual report of the Advisory Council on Developing Institutions summarizes the council's functions and activities, states the continuing need for assistance, defines the provisions of Title III of the Higher Education Act of 1965, and presents developments during 1977. The advisory council has assisted the U.S. Congress and the Administration in carrying out the legislative intent of Title III: to strengthen developing colleges and universities. Title III provides for a basic institutional development program and advanced institutional development program. The basic program emphasizes five principal categories of support: administrative improvement, faculty development, curriculum development, student services programs, and development programs. Grants under the advanced program are directed toward total institutional development. The following four ongoing projects under the basic program are described: freshmen studies program, Mexican American program, competency-based curriculum, and Native American program. Advanced development programs at a public community college, four-year community college, four-year private colleges, and four-year state university are also described. Findings and recommendations of the council are presented. Appendices include information on funding, the text of the authorizing legislation, and pertinent federal regulations. (SW)

1977 ESEA Title IV-C Year-End Summary Report.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
Pub Date-78
Note-51p.
Available from-Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrative Principles, Citizenship Responsibility, Community Education, Dropout Prevention, Educational Assessment, *Elementary Secondary Education, Environmental Education, Federal Aid, Federal Legislation, *Federal Programs, Fine Arts, Gifted, Higher Education, Language Arts, Lifetime Sports, *Program Administration, Program Content, *Program Evaluation, Reading Programs, Science Education, Special Education
Identifiers-*Elementary Secondary Education Act Title IVC, *Pennsylvania

This annual report presents information on projects funded with monies from the Elementary Secondary Education Act, Title IV-C, that may help project directors, evaluators, and potential IV-C proposal writers in the management, evaluation, and writing of IV-C programs. Evaluation of each IV-C project was completed by the appointed evaluators during the first and second years of project operation. The micro-macro IV-C evaluation is completed at the end of each project year by the same evaluators who were invited to attend a scheduled meeting in the Pennsylvania Department of Education (PDE) to discuss the strengths and weaknesses of IV-C programs operating in Pennsylvania. Managerial concerns, program concerns, project evaluation, PDE concerns, and general concerns are presented for the following programs: citizenship/legal education, community learning, dropout prevention, environmental education/science, fine arts, gifted, language arts/reading, lifetime sports, and special education. In addition to summaries of the meetings, a consensus report on the concerns is presented. An outline of items that should be included in the year-end summary report is also included. (SW)

ED 167 046 HE 011 062

Admissions and Financial Aid Information for Maryland's Public and Private Postsecondary Educational Institutions.

Maryland State Board for Higher Education, Annapolis.
Pub Date-Dec [illegible]
Note-366p.; Some small print may be marginally legible
Available from-Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401
Pub Type- Reference Materials - Directories/Catalogs (132) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 HC-$19.41 Plus Postage
Descriptors-*Admission Criteria, *College Admission, *College Programs, Eligibility, Federal Aid, Fees, *Financial Support, Higher Education, *Institutional Characteristics, Private Colleges, Private Financial Support, State Aid, State Colleges, State Universities, *Student Financial Aid, Transfer Policy, Tuition
Identifiers-*Maryland

This publication is the Maryland State Board for Higher Education's second edition of its Admissions and Financial Aid manual using a new format developed in 1977. The manual provides statewide, comprehensive information for Maryland residents who are seeking educational opportunities beyond high school, and it is both comparative and explanatory. The contents are as follows: general admissions and financial aid information; federal, state, and privately funded financial aid programs; undergraduate programs of study offered by four-year and two-year public and private colleges and universities; programs of study at state-approved career institutions; institutional profiles of four-year and two-year colleges and universities; student transfer policies of the State Board for Higher Education; and a glossary of educational terms. Eligibility requirements and application procedures for financial aid programs and admissions requirements, tuition, and mandatory fees of colleges are included. (SW)

Budgeting for Higher Education and the Legislative Oversight Process.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-9 Jan 76
Note-32p.; Presentations to a Legislative Seminar sponsored by SREB's Legislative Advisory Council (Tampa, Florida, January 9, 1976)
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Budgeting, Budgets, College Administration, *Educational Finance, *Educational Policy, *Government School Relationship, *Higher Education, Legislators, Mathematical Formulas, Retrenchment, *State Government
Identifiers-*Legislative Oversight

Five papers are presented from a legislative seminar on budgeting for higher education and the legislative oversight process. In ``Budgeting: A University Perspective,'' Jack K. Williams addresses the preparation of an institutional budget, what legislators should know about budgets, plans for no-growth or retrenchment, and the importance of formula systems. In ``Budgeting: Views of a State Higher Education Director,'' James M. Furman discusses the declining share of state revenue for education, the changing enrollment picture, and the need for statewide coordination. In ``Budgeting: Perspectives from a State Executive,'' Wayne F. McGown discusses the executive and higher education budgets, policy decisions, formulas in budgeting, budget contracts, budgeting trends, and collective bargaining's impact on budgeting. In ``State Control and Programs for Higher Education,'' Lyman A. Glenny examines trends in higher education at the state and federal level, a survey of college presidents, and the institutions' role. In ``Legislative Oversight: A Former Legislator's View,'' Marshall S. Harris defines and describes a system for legislative oversight and policy. (SW)

ED 167 048 HE 011 064

Spence, David S.

Formula Funding in the SREB States.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-78
Note-25p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30311
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Budgeting, Educational Accountability, *Educational Finance, *Financial Policy, Higher Education, *Needs Assessment, Resource Allocations, *School Surveys, *Southern States
Identifiers-*Formula Funding

Current formula funding practices in the South and implications for the future are analyzed. Formula funding systems are used in 12 of the 14 states belonging to the Southern Regional Education Board (SREB). Changes that have occurred in the formulas of each state since 1973-74 are described. Data from 1977-78 academic year are compared to the 1973-74 formulas as reported by Francis Gross. Five basic items or functions are analyzed: instruction, academic support, general administration, and general institutional, libraries, and plant operation and maintenance. The formula coefficient, or fixed factor,'' and the degree of differentiation of a formula are analyzed. Results indicate that a movement toward more complex or comprehensive formulas predominated in the SREB states over the four-year period. (SW)

ED 167 049 HE 011 065

Stepsis, Robert

The Emperor's Clothes: The Politics and Process of Academic Program Review.

Pub Date- 78
Note-29p.
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Education, College Programs, Data Bases, *Departments, *Educational Accountability, *Evaluation Methods, Higher Education, *Institutional Research, *Program Evaluation
Identifiers-Institutional Evaluation, *Institutional Self Evaluation

Justifications for academic program review include a need for external accountability, administrative decision-making, and a definition of purpose. An overall coordinating group that will monitor the review, set policy, and bring together all of the diverse operations is needed. Guidelines and standards for the review procedure need to be articulated in order to achieve some comparability between the reviews. The most important condition is a clear statement of the purpose and goals of the review. Working out the initial details of procedure, such as the time span of the review process and the unit to be assessed, is discussed. The stages of the actual review process include establishing a data base for the department, preparation by the department of a self-study of its activities and programs, and evaluation of each department by committees of faculty peers. Followup on the department self-study and evaluation by an internal committee from the perspective of local priorities and expectations is proposed. Issues of closure and confidentiality and the possibility of using a summary statement of reviewer's assessments and recommendations are discussed. Appendices outline information and procedures for establishing a data base and conducting a departmental self-study, internal review, and external review. (SW)

ED 167 050 HE 011 068

A Rank-Order Distribution of Administrative Salaries Paid, 1978-1979.

Arkansas Univ., Fayetteville. Office of Institutional Research.
Pub Date-31 Dec 78
Note-123p.; Not available in hard copy due to small print of original document
Available from-Office of Institutional Research, University of Arkansas, Fayetteville, Arkansas 72701
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Personnel, College Deans, Higher Education, Institutional Research, Librarians, Middle Management, *Multicampus Colleges, Presidents, Researchers, Research Projects, *Salaries, *State Colleges, *State Universities

Results are summarized of a questionnaire study of administrative salaries in 135 state-supported universities representing 49 states and 25 university systems in 19 states. The study is the twelfth annual survey conducted by the University of Arkansas of 12-month administrative salaries paid at major state institutions in the U.S. The universities are not identified with their salaries, but the data are distributed by rank-order. The first part of the study reports salaries paid among all participating universities. The second part shows a series of tables giving the salaries paid among the 135 participants arranged into the 10 regions as defined by the Equal Employment Opportunity Commission. In the third part, tables show the salaries paid university system officers. A university system is defined as one that has a separate administrative structure for a system of multiple general academic institutions, at least one of which has offerings at the doctorate-granting level. (LBH)

ED 167 051 HE 011 069

Sullivan, Eugene J., Ed.

External Degree Programs in the United States: Research and Policy Implications.

American Council on Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-73p.; Study results were presented at Crystal City, Virginia on April 25, 1978

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Adult Students, College Students, *Educational Assessment, *Educational Benefits, Educational Policy, *External Degree Programs, Followup Studies, *Graduate Surveys, Higher Education, *National Surveys, Nontraditional Students, Research Projects, School Surveys, Vocational Followup

Identifiers-Education and Work, Outcomes

This conference report presents an executive summary of a 1976-77 study on external degree programs conducted by the Bureau of Social Science Research in cooperation with the American Council on Education, the keynote address, summaries of panel commentaries on research implications and policy implications, and a conference summary. The federally-funded study was designed to examine the extent to which external degrees are transferable to subsequent educational programs and are negotiable in the world of work. The study focuses on the benefits of the degree as a credential and does not examine curriculum issues or learning achievements. It is the first national survey of external degree programs and the experiences of their graduates. The executive summary, by Carol Sosdian and Laure Sharp, describes the study design. The study consisted of two large-scale surveys of institutions and of graduates. Two small-scale research efforts explored likely employers of external degree holders and the experiences of external degree holders as compared to traditional degree holders who attended the same institution. The keynote address by Naomi E. S. McIntosh entitled, Development and Diversification in Post-School Education: A View From Across the Atlantic,'' considers the development and significance of external degree programs from an international context. Six commentaries on research implications and six commentaries on policy implications are included, and a conference summary by Francis U. Macy is provided. (SW)

ED 167 052 HE 011 074

State Programs Supporting Health Manpower Training: An Inventory. Volume 2. Methodology.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Report No.-DHEW-HRA-78-35
Pub Date-78
Note-226p.; Not available in hard copy due to print quality,
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Departments, *Financial Support, *Health Occupations Education, Higher Education, Manpower Development, Medical Education, Medical Schools, Professional Education, Professional Training, *State Aid, State Colleges, *State Programs, State Universities, Statewide Planning, *Student Financial Aid

An inventory of state and local financial support for health manpower training programs during fiscal years 1973, 1974, and 1975 is provided with information on state expenditures in 50 states and detailed reviewed of 32 states. Total financial support for health manpower training for all 50 states was $1.5 million during FY 1974, an increase of 23 percent over fiscal year 1973. For 32 states the mean per capita higher education appropriation for health manpower training programs was $46.35, with an average figure of $5.29. Variations in program expenditures in different states ranged from a high of $15.26 per capita for Oregon to a low of $1.97 for Massachusetts. The data collection methodology is described and tabulations are provided for state expenditures by year and type of support, and for state expenditures compared with total higher education expenditures by year and discipline. Capital outlay, direct support, and student aid figures are also tabulated. A glossary of related terms is provided. (BH)

Sarlos, Beatrice E.

Building Up the Other Side of Sesame Street. Organizing and Administering Delivery of Off Campus Continuing Professional Education.

Pub Date-Jan 79
Note-38p.; May not reproduce clearly due to some light print
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Organization, Adult Education, *Delivery Systems, Educational Administration, Educational Planning, *Extension Education, Marketing, Off Campus Facilities, Part Time Students, *Postsecondary Education, *Professional Continuing Education

Continuing professional education (CPE), defined as educational services offered to professionals (those who possess initial degrees required for practice) without the restrictions of traditional scheduling, credits, tuition, or instruction methods, is discussed. The importance of a uniform terminology to distinguish the specific area of CPE is emphasized and various terms that have been used to describe the field are explained. The origins of CPE are traced to the eighteenth century in England, and in the United States to the land grant institutions offering community based agricultural teaching. The role of the National University Extension Association in the development of CPE is outlined. The rapid growth of CPE, and its shift into the mainstream of academic life are discussed. Relicensing and recertification requirements have spurred the transition from the idea of initial training to continuing education as the mark of modern pedagogy and have created a shift in emphasis from preservice to inservice training. On-campus programs and services offered to extension students at several colleges and universities are described. Problems of organizing and administering off-campus courses are detailed and the need for specialists in the field is emphasized. Centralized and decentralized systems are discussed and contracting and consorting (sharing faculty resources) are explained. It is noted that there is a need for planning and marketing to create relevant, diverse, and stimulating programs and to encourage participation in CPE programs. Special skills required of CPE administrators, with the emphasis on off-campus CPE programs, include planning and marketing skills, a broad perspective on the field of education, and effective communications skills. (BH)

ED 167 054 HE 011 078

Breneman, David W.

Graduate Education: Thoughts on a Regional Approach.

Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Feb 78
Note-25p.; Speech presented to the Advisory Council of the Project on Expanding Regional Cooperation in Graduate and Professional Education (February 28, 1978)
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cost Effectiveness, *Doctoral Degrees, Educational Change, Educational Demand, Educational Supply, Federal Aid, Financial Problems, *Graduate Study, *Higher Education, Labor Market, *Marketing, Masters Degrees, Regional Cooperation, *Regional Planning, Research Utilization, *Retrenchment

The present status and future projections for graduate education at the doctoral level are examined and recommendations for regionalization are presented in this speech. Among the topics discussed are the Ph.D. labor supply and demand, federal graduate programs, state response, and cost studies. Although the number of Ph.D.'s awarded annually has stabilized over the last five years, colleges and universities have been reluctant to prepare themselves for this and for projected declines in student enrollments. It is suggested that many programs may soon become victims of retrenchment if counter measures are not instituted. Decreases in federally funded graduate programs are also contributing to financial difficulties. A regional approach (incorporating several states) to consolidate graduate education is recommended to make the programs more realistic in light of labor demands and more cost effective. The development of a national evaluation method for graduate programs, regional manpower studies, marketing research and an examination of Master's and external degree programs with a regional focus is urged. (BH)

ED 167 055 HE 011 079

Engdahl, Lilla E.

Approved, Terminated, or Adjusted Doctoral Programs at Institutions in Western States for the Period July 1, 1974, through June 30, 1978. Report 78-3.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency-Carnegie Corp. of New York, N.Y.

Pub Date-Nov 78

Note-49p.; Not available in hard copy due to marginal legibility of original document

Available from-Western Insterstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302

Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Doctoral Programs, *Educational Change, Graduate Study, Higher Education, *Private Colleges, *Program Descriptions, Program Design, *State Colleges, *State Universities

Identifiers-*United States (West)

Information in this report about approvals, terminations, and adjustments in doctoral programs in the Western States was compiled from a survey of private institutions and state higher education agencies in the 13 states of the Western Interstate Commission for Higher Education. The report covers the period from July 1, 1977 through June 30, 1978, and information about program changes at both private and public institutions from July 1, 1974 through June 30, 1977, is also included in summary form. The program status information at public institutions submitted by the state higher education agency may not list all program terminations because termination decisions are often made internally at institutions and not reported to the state agency. (SW)

ED 167 056 HE 011 080

Pemberton, S. Macpherson
Inequality in Higher Education: Some Federal Policies Reviewed.
Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-70p.
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Access to Education, Black Students, *College Integration, *Compensatory Education Programs, Disadvantaged Groups, Educational Finance, Educational Policy, *Equal Education, Federal Aid, *Federal Programs, Financial Needs, Government School Relationship, Higher Education, Minority Groups, Public Policy, *Student Financial Aid, Tuition Grants

Federal regulations dealing with desegregation, student financial assistance, and compensatory education, designed to create equal opportunity in higher education are discussed. Desegregation is viewed as a means of guaranteeing equal opportunity and equal attainment for black students. Although progress has been made, a continuing disparity between the percentage of blacks in the population and the percentage enrolled in public colleges and universities is evident with the greatest disparity apparent in professional schools. Problems that several states have experienced in meeting desegregation requirements are discussed and the goals and successes of desegregation are assessed. Student financial aid programs including the Basic Educational Opportunity Grants Program, Supplementary Educational Opportunity Grants, the State Student Incentive Grant Program, College Work-Study, and the National Direct Student Loan Program are explained. Problems and recommended changes are presented for each program. Compensatory education programs (Upward Bound, Special Services, Talent Search, College Discovery and Development Program and Student Aid), defined as programs for disadvantaged students, focus on special services, student aid, professional employment, curriculum education, teacher training, research related to different cultures and library aid. Their goals, achievements and the impact they have had on higher education are discussed. Eighteen recommendations on the future direction of these programs are provided. (BH)

ED 167 057 HE 011 081

Stedman, Jim

Federal Student Assistance: Legislative History, 95th Congress 2nd Session. Report No. 79-6 EPW.

Pub Date-Jan 79
Note-28p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Access to Education, Educational Finance, Educational Legislation, *Federal Aid, *Federal Legislation, Finance Reform, Financial Needs, *Higher Education, Middle Class College Students, *Student Financial Aid, Student Loan Programs, *Tuition Grants
Identifiers-*Middle Income Student Assistance Act, Tax Credits

A chronology of the tuition tax credit legislation and a series of amendments to existing federal student aid programs during the second session of the 95th Congress is presented. In each chamber of Congress legislative activity proceeded along four routes: (1) authorizing legislation from the education committees (amendments to existing student aid programs); (2) authorizing legislation from the tax committees (tuition tax credits); (3) concurrent resolutions from the budget committees (FY 1979 Congressional spending limits); and (4) legislation from the appropriations committees (FY 1979 budget). The final outcome of the legislative process was the Middle Income Student Assistance Act (P.L. 95-566) that amends the Basic Educational Opportunity Grant Program and the Guaranteed Student Loan Program to make them more accessible to middle-income students. (Author/BH)

ED 167 058 HE 011 084

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.

New York State Education Dept., Albany.
Pub Date-Dec 78
Note-39p.; Light type may not reproduce clearly; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Eligibility, Equal Education, Federal Aid, *Financial Support, Graduate Students, Higher Education, Interagency Coordination, *Scholarships, *State Programs, *Student Financial Aid, *Student Loan Programs, *Tuition Grants, Undergraduate Students
Identifiers-Basic Educational Opportunity Grant Program, *New York

The scope and operation of New York State's financial aid programs for 1977-78 are described, and recommendations to improve educational opportunity are presented. It is concluded that the development and expansion of the programs in 1978 indicate that they are effectively facilitating access and choice. During 1977-78 the average awards under the Tuition Assistance Program (TAP) increased in all undergraduate sectors, which helped to offset tuition increases, especially in the independent sector. Student guaranteed loans increased in both numbers and amounts to offset increasing educational costs that were not covered by TAP awards and other sources of grant aid. Accountability for both expenditures and program quality is being improved through interagency cooperation resulting from an agreement between the agencies having programmatic or fiscal responsibilities for student aid programs. Three recommendations concern: improvements in income schedules and scales of awards for undergraduate and graduate TAP awards, extension of eligibility for TAP awards to part-time undergraduates, and a comprehensive program of graduate student aid. The following information is included: the types of awards and total annual financial assistance to college students under the present scholarship and grant programs; determination of the student's award on the basis of tuition cost and financial ability; trends in enrollments, awards, and loans; trends in average awards and costs; and the impact of federal student aid programs in New York for campus-based programs and the Basic Educational Opportunity Grant Program. (SW)

ED 167 059 HE 011 085

Salley, Charles D.

Georgia State University Spending Patterns and the Atlanta Economy, 1978. Institutional Research Report No. 79-8.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date-Feb 79

Note-21p.; Light type may not reproduce clearly

Available from-Office of Institutional Planning, Georgia State University, Atlanta, Georgia 30303

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Business, Economics, *Educational Economics, Higher Education, *Income, *Metropolitan Areas, *School Community Relationship, *State Universities

Identifiers-*Economic Impact, *Spending Patterns

The level of economic stimulus provided to the Atlanta area by Georgia State University was examined and found to be 5,432 full-time jobs and $140.2 million in income. It is shown that the figures are conservative since spending by part-time employees and most part-time students was omitted. A calculated multiplier of 1.48 was used, and the study avoided both the oversimplification of aggregate location quotient models and the massive data requirements of input-output models. Previous impact studies are reviewed and a bibliography is included. (Author/LBH)

ED 167 060 HE 011 090

Taylor, Nancy D.

A Career Information Model Applicable to Undergraduate Sociology Majors.

Pub Date-78

Note-217p.; A major applied research project submitted in partial fulfillment of doctoral degree requirements, Nova University

Pub Type- Dissertations/Thesis (040) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Alumni, *Career Exploration, *Career Planning, *College Students, Employers, Higher Education, Information Networks, Information Systems, *Liberal Arts, Models, School Community Cooperation, School Community Relationship, Social Sciences, *Sociology, Student Attitudes, *Student Personnel Services, Teacher Role

The purpose of the project described here was to devise and test a low-cost model for increasing undergraduate career information in the University of South Florida sociology department. The initial formulation of the model described information exchanges initiated by the sociology department with alumni, community organizations, and other departments within the university. The model was field tested by diverse techniques: structured interviews with alumni and department faculty; review of alumni records; focused interviews with employers, the Chamber of Commerce, and university specialists; and meetings and a survey to discover student perceptions and behavior. The model was subsequently expanded, validated, and further refined. Its final form is that of guidelines for faculty and administrators in assisting in providing career information to students. Recommendations include: (1) a time frame for career information activities; (2) new faculty roles, including information coordinator, alumni coordinator, coordinator of community development, and interdepartmental liaison; (3) faculty release time for related activities; (4) coordination of these activities with the college; and (5) university-wide planning to meet career information needs of liberal arts students. (Author/MSE)

ED 167 061 HE 011 095

Fiedler, Judith

Faculty Opinion on University Research Support Services. EAC Reports, 79-13.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date-22 Feb 79

Note-40p.

Available from-Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, WA 98195

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-College Environment, *College Faculty, Financial Needs, Higher Education, *Information Services, *Needs Assessment, Researchers, Research Problems, *Research Projects, *Teacher Attitudes, Teacher Participation, Technical Assistance, *User Satisfaction (Information)

Identifiers-Grantsmanship, *University of Washington

In-depth interviews with a randomly selected sample of 192 University of Washington faculty members who reported conducting scholarly research investigated their need for and utilization of a number of university support services. Users were asked to evaluate the services they had used, to identify any problems encountered, and to suggest resolutions to problems. Eighty-six percent of the respondents had received research funding from off-campus agencies. Use of services ranged from a low of 17 percent for editorial assistance'' to 68 percent for clerical/secretarial assistance'' and 70 percent for duplicating services.'' Ratings of the quality of services ranged from a high of 1.8 to a low of 2.8 on a 5-point scale. Primary source of services was identified as the department. Most often requested additional services were types of technical assistance in proposal development. Only 85 major problems were cited, although certain specific difficulties were named by varying numbers of respondents in each service unit. Forty-one percent of respondents feel that support provided from overhead is inadequate, with 27 percent considering it as giving partial support. There were numerous requests for more and better information on university procedures and regulations. The majority of respondents report spending more than 30 percent of their research time in teaching or supervising students. Eighty percent say that they receive support and encouragement from their department or from the university in seeking research funding. (Author/SW)

ED 167 062 HE 011 102

Blackburn, Robert T., Ed.
Studies on Academics and Modes of Inquiry.
Michigan Univ., Ann Arbor. Center for the Study of Higher Education.
Pub Date-Apr 78
Note-99p.; Papers presented at the annual meeting of the American Educational Research Association (New York, Spring 1977)
Available from-Center for the Study of Higher Education, School of Education, The University of Michigan, Ann Arbor, MI 48109 ($3.00)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) ()
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Case Studies, *College Faculty, Comparative Analysis, Educational Research, Global Approach, Higher Education, Historical Reviews, Literature Reviews, Questionnaires, Research Design, *Researchers, *Research Methodology, *Scientific Methodology, Social Science Research, Surveys, Teacher Attitudes, Teacher Participation, *Teacher Role, Trend Analysis

Six papers are presented from an American Educational Research Association symposium. The symposium explored the kind of research needed for increasing understanding of college and university faculty and examined the manner in which different scholarly techniques can contribute. The symposium objective was to open for discussion four modes for acquiring knowledge about U.S. academics and to assess the kinds of truth and the degree of truth each can contribute to issues confronting faculty. The papers and contributors are as follows:

Liberalism and the Professoriate,'' by Wagner Thielens, Jr.;

Studying the Academic Profession: Comparative Perspectives,'' by Philip G. Altbach; Theory and Practice in the Use of Survey Methods: The Case of the Academic Profession,'' by Gerald M. Platt; Case Studies of the Academic Profession,'' by Robert T. Blackburn; Studying Faculties: The Historian's Contribution,'' by Walter P. Metzger; and

The Academic Profession: New Directions of Research,'' by Burton R. Clark. (SW)

ED 167 063 HE 011 103

Samit, Jacob

A Model College Local Constitution.

American Federation of Teachers, Washington, D.C.

Pub Date- 78

Note-12p.

Available from-American Federation of Teachers, 1012 14th Street, N.W., Washington, D.C. (Item No. 552, single copy free)

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Policy, College Faculty, *Faculty Organizations, *Guidelines, Higher Education, *Local Unions, *Organizational Change, Organizations (Groups), *Unions

Identifiers-Bylaws, *Constitutions (Documents)

This pamphlet of the American Federation of Teachers (AFT) presents a model college local constitution that provides a starting point in drafting a constitution. The items that are required of all AFT locals by the AFT Constitution are underlined; other items and the constitution as a whole may be changed or expanded to suit any particular local situation. The 14 articles are as follows: name, objectives, membership, officers, committees, the executive council, affiliations, duties of officers, duties of standing committees, meetings, finance, rules of order, amendment, and availability of constitution. (SW)

ED 167 064 HE 011 117

Redmond, Douglas W.

Analysis of Data on Optometric Students, Academic Year 1975-1976. Final Report.

American Optometric Association, Washington, D.C.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date-78

Contract-PHS-231-77-0045

Note-83p.; Some tables may not reproduce well due to marginal legibility of original document ; Optometric Manpower Resources Project

Pub Type- Reports - Research (143) () - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Federal Aid, Financial Support, *Health Occupations Education, Health Personnel, Higher Education, Loan Repayment, *Optometrists, *Professional Education, Scholarships, *Student Characteristics, *Student Costs, *Student Financial Aid

Identifiers-*Optometry, Parental Financial Support

Students at 12 of the 13 schools and colleges of optometry were surveyed for demographic, socioeconomic, and financial characteristics in 1975-76. The western region was found to have the highest ratio of students to population. Overall, students indicated they intend to practice in communities similar to those of their permanent residence. The students were generally white males, with a median parental income of approximately $17,000. The median available assets for financing optometric education were $766, and the amount was clearly related to class, with first-year students reporting the largest amount. The median expected cost, however, was $25,781 for four years, with the largest cost occurring in the first year. This finding was in direct contrast to results of a 1970-71 survey, in which fourth year costs were the highest. Eighty-two percent anticipated being in debt upon completion of their studies, with the median debt over $10,000. Parents and spouses provided the greatest average financial support among the 17 sources listed on the questionnaire. Scholarships, on the average, provided little support, though federal programs provided 14 to 31 percent. Data tables and the survey instrument are appended. (Author/MSE)

ED 167 065 HE 011 118

Claxton, Charles S. Ralston, Yvonne

Learning Styles: Their Impact on Teaching and Administration. AAHE-ERIC/Higher Education Research Report No. 10, 1978.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-74p.; Some small print may be marginally legible

Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)

Pub Type- Books (010) - Information Analysis (070) - Collected Works - Serials (022)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Administrative Change, Change Strategies, *Cognitive Style, *College Administration, *College Instruction, Educational Change, Higher Education, *Instructional Improvement, Learning Processes, *Learning Theories, Needs Assessment, Student Evaluation, *Teaching Styles

Major research findings about student learning styles and implications for improving college and university teaching and the impact that instructional change has on college administration of instructional programs are addressed. The term learning style'' refers to a student's consistent way of responding and using stimuli in the context of learning. In the section on learning styles, Charles S. Claxton examines three dimensions of cognitive styles (field dependence-independence, reflection-impulsivity and preceptive-receptive/intuitive), three models of student response styles (described by Mann and others, Grasha and Riechmann, and Stern), and three integrated models (use of the Myers-Briggs Type Indicator, the Kolb model, and cognitive style mapping). In the second section on the use of information on student learning styles, Yvonne Ralston explores the following possible implementation approaches: sharing knowledge about learning styles with students, the teachers' efforts to provide a variety of instructional modes that are consistent with the styles of students, and the use of learning style information at the institutional level. Suggestions for establishing a plan, program coordination, and assumptions regarding the appropriate implementation system for the institution as a totality are presented. A bibliography is included. (SW)

ED 167 066 IR 006 484

Stone, Elizabeth W. And Others

Development of a Continuing Education Recognition System in Library and Information Science Including Provision for Nontraditional Studies and Development of a Prototype Home Study Program. Final Report. Volume I of Two Volumes.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.; Continuing Library Education Network and Exchange, Washington, D.C.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Oct 77

Grant-G007603021

Note-556p.

Pub Type- Reports - Research (143)

EDRS Price MF-$1.00 HC-$30.13 Plus Postage.

Descriptors-Definitions, Guidelines, *Home Study, *Librarians, Nontraditional Students, *Professional Continuing Education, *Program Development, Program Evaluation, Program Planning, Questionnaires, *Recognition

Identifiers-*Information Specialists

The project described achieved two major objectives the development of a model of a system for recognition of individual participation in professional continuing education by library/media/information personnel, and the development and demonstration of a prototype home study program to show that this learning mode can meet criteria for quality and that geographical location is no longer a barrier to learning. Opinions, comments, and suggestions on the issue of recognition were secured from more than 1,000 persons through interviews, group discussions, and correspondence. The model system suggested for consideration by the profession is based on this data and on information gathered from the literature and communication with leaders of recognition systems in other professions. Guidelines for the development of home study programs, formulated on the basis of a survey of the literature and interviews with home study professionals, were used in the development and pre-testing by 65 practitioners of a home study course entitled Motivation: A Vital Force in the Organization.'' This report discusses procedures and methodology, a review of the literature, conclusions and recommendations, and the proposed model, together with suggestions for its implementation. Data collection instruments, documentation, and supplementary tables displaying field data and respondent characteristics are appended. (Author/MBR)

Annual Report of the Free Library of Philadelphia. Annual Reports, January 1, 1968-June 30, 1972-July 1, 1973-June 30, 1977.
Free Library of Philadelphia, Pa.
Pub Date-77
Note-160p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Administrative Personnel, Annual Reports, Community Benefits, Comparative Statistics, Financial Support, Library Acquisition, Library Circulation, *Library Expenditures, Library Extension, *Library Planning, Library Programs, *Library Services, *Public Libraries, Scheduling, State Aid
Identifiers-*Free Library of Philadelphia

Seven reports cover library activiites for the periods January 1, 1968-June 30, 1972 and July 1, 1973-June 30, 1977. Similar in format, each report begins with the current board of trustees, board of directors, and administrative staff, followed by the director's commentary. The body of the report itself is divided into two major areas: Public Services and Supportive Services (or Internal Operations). Discussed under the former heading are the Central Services Division, the Extension Division, the Office of work with Adults and Young Adults, the District Library Center, and the Library for the Blind and Physically Handicapped; under the latter heading fall the Processing Division, Public Relations, and the Administrative Services Division. General information concerning library policies and operations precede comparative statistics for the current and previous year. Book stock, miscellaneous stock, circulation and use, registration, agencies, personnel, and operating budget are each statisticslly represented, and a projected five-year capital program schedule is provided at the end of each reporting period. (JD)

ED 167 068 IR 006 561

Bolef, Doris Fisher, Janet S.

Online Data Base Education Responsibility: Institutional User.

Pub Date-12 Jun 78

Note-11p.; Paper presented at the Annual Meeting of the Medical Library Association (Chicago, Illinois, June 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Costs, *Data Bases, Educational Needs, History, *Librarians, Medical Libraries, *On Line Systems, Search Strategies, *Training, Training Objectives

Identifiers-*Biomedical Librarians

Problems which frustrate and hinder training in data base use for personnel employed in biomedical libraries include the ever increasing number of data bases which continue to be introduced, search techniques that differ from vendor to vendor and data base to data base, and differing formats of data bases and their training manuals. Training sessions and institutes are offered by commercial vendors, library and other professional associations, and library schools. The training process should be divided into the mechanical details of interacting with the computer, and knowledge of the subject area and its terminology to allow for informed interaction. Training should also be geared to the varied backgrounds and experiences of trainees; a clearinghouse for training information should be established; and surveys of costs and evaluations of training programs should be undertaken. (Author/MBR)

ED 167 069 IR 006 581

Gott, C. Deene
HIER-GRP: AA Computer Program for the Hierarchical Grouping of Regression Equations.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-14
Pub Date-Jun 78
Note-28p.; Appendices C and D are not legible
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Algorithms, *Cluster Analysis, *Computer Programs, *Multiple Regression Analysis, Statistical Analysis

This description of the technical details required for using the HIER-GRP computer program, which was developed to group or cluster regression equations in an iterative manner so as to minimize the overall loss of predictive efficiency at each iteration, contains a discussion of the basic algorithm; an outline of the essential steps, specifications of the computer system requirements, descriptions of necessary control cards, and explanations of the program output. Appendices include the mathematical formulas used, some mathematical background helpful for understanding the algorithm, sample output, and a complete source card listing. (Author/RAO)

ED 167 070 IR 006 682

Steuben, John

The Effect of the New Copyright Law on the Interlibrary Loan Activity Involving Periodicals.

Pub Date-15 May 78

Note-52p.; MA in Librarianship, University of Denver

Pub Type-Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Bibliographies, *Copyrights, Federal Legislation, Graphs, *Interlibrary Loans, Library Research, *Periodicals, *Research Libraries, Tables (Data)

Identifiers-*Impact Studies, *NOAA ERL Library

Since 1954 when Congress authorized the Copyright Office to prepare a series of studies to serve as background for revision hearings, copyright has been one of the major issues in librarianship. Although the impact that the New Copyright Law will have on interlibrary loan activity is yet to be determined, there is a need to know whether present library practices can be expected to comply with the new guidelines. This paper is the report on an attempt to apply the CONTU Guidelines of the proviso portion of Subsection 108(g)(2) to the interlibrary loan records for periodicals for 1976, 1977, and the first quarter of 1978 at a large special scientific library, the National Oceanic and Atmospheric Administration (NOAA) Library in Boulder, Colorado. For the three time periods in question, over 63 percent of requests were found to be for articles published within 10 years of the date of request, and more than 79 percent of requests involved five or fewer articles per periodical per year. Violations of the five copy limit amounted to 1.02 percent of requests in 1976 and 0.94 percent of requests in 1977; no violations were identified for the first quarter of 1978. Various graphs and tables of data are included. (Author)

NDN: A Success Story.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-300-77-415
Note-25p.
Available from-LEA Associates, 80 South Main, Concord, New Hampshire 03301
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Background, *Educational Programs, *Elementary Secondary Education, *Federal Programs, *Information Dissemination, Information Networks
Identifiers-*National Diffusion Network

This description of the National Diffusion Network, a nationwide system of trained educators working together to help school districts adopt tested exemplary educational programs, includes a brief history of the NDN and discussions of how programs are identified, how exemplary programs are chosen, and how school districts adopt NDN programs. The dissemination concept, why NDN has succeeded, and the importance of sharing successful educational programs are also discussed. A brief description of NDN accomplishments and a sampling of approved programs in basic skills, special, early childhood, migrant, high school, and environmental education are provided, as well as indications of future developments. (MBR)

ED 167 072 IR 006 707

Mattern, Dianna, Comp. Hyland, Anne, Comp.

Resources for Ohio History, Geography and Government. A Bibliography.

Ohio State Dept. of Education, Columbus.
Pub Date-Apr 78
Note-28p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Secondary Education, Fiction, Films, *Geography, *History, Nonfiction, *Publications, Public Libraries, *State Government
Identifiers-*Ohio

This bibliography contains several separate listings of resources relating to Ohio history, geography, and government. Resources available through public libraries and the State Library of Ohio are listed alphabetically by author, and the title, publisher, and publication date are provided. Works suitable for elementary students, which are listed separately by author, with title, publisher, and publication date, include fiction, nonfiction, and biographies. Films available to school districts through Area Media centers are also listed separately. Additional listings include other print sources such as maps and periodicals, other agencies where resources may be found, materials available for purchase, and free materials from state agencies. (MBR)

ED 167 073 IR 006 708

Libraries and Museums. Program Number 115.
National Public Radio, Washington, D.C.
Pub Date-78
Note-24p.; Transcript of Radio Broadcast April 3, 1978; Best copy available
Pub Type- Creative Works (030)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Aids, Discovery Learning, Educational Alternatives, *Educational Radio, Elementary Education, *Field Trips, *Libraries, *Museums, Outreach Programs, Programing (Broadcast)

This script for ``Options in Education,'' an educational radio program, focuses on the role of the field trip to a museum or library in the education of the elementary school child. Members of the cast provide background information and continuity as they conduct interviews with children, teachers, and librarians. Samples of field trip activities are provided through excerpts from conversations among children and staff at the Children's Museum in Boston, the Smithsonian's Air and Space Museum, Philadelphia's Please Touch Museum, and the Toledo Museum of Art. An elementary school teacher discusses the value of field trips, and a representative from USOE indicates some trends in the more than 8,000 public libraries around the country. ``Kids Alive,'' a half hour talk show in magazine format produced by children at the Bloomington, Indiana, public library, is described by a 10-year old and a children's librarian. Other special projects are described, e.g., a program to lend toys, sculpture, and prints to children in Tulsa, Oklahoma, and a children's librarian working in the inner city of Los Angeles shares some of the program ideas she uses to get children to read. (BBM)

ED 167 074 IR 006 731

Something's Up! Programming Handbook.

Delaware County Libraries Association, Broomall, Pa. Children's Service Div.

Pub Date-Jun 78
Note-104p.
Pub Type- Guides - General (050)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Childrens Books, *Childrens Games, Creative Dramatics, Group Activities, Handicrafts, Learning Activities, *Library Programs, *Program Planning, Public Libraries, *Public Relations, Puppetry, Story Telling, Toys

While providing information about children's programs primarily for Delaware County Public Libraries, this guide offers general planning tips and specific program ideas and resources useful to any county/public library considering developing its children's services. Special attention is given to program ideas and public relations. The former include suggested crafts, sports activities, games, creative dramatics, and continuing programs; the latter considers organizations, where to begin, what to say, how not to say it, working with reporters, getting pictures in the news, radio and TV, flyers, getting into your schools, and publicity outlets. Also covered are such topics as community profiles, locating resource people, and special collections, e.g., circulating toys and puppets for loan. The guide presents a directory of resource people (1977-8) in the Delaware County area, minute-by-minute programming checklist, and mall project planning tips, as well as a lengthy bibliography of professional books on children's services and subjects. (JD)

ED 167 075 IR 006 735

Tressider, Mary

Collection Development Policy for the John Vaughan Library/Learning Resources Center of Northeastern Oklahoma State University.

Pub Date-18 Oct 78
Note-71p.; Parts may be marginally legible due to light print
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Information Needs, Intellectual Disciplines, *Library Collections, *Policy, *University Libraries
Identifiers-*Collecting Levels

Presenting the long range development plan of the University's library collections, this policy statement identifies subjects of collecting interest and indicates appropriate collecting levels necessary to support those subjects. The major subject areas, arranged by academic divisions, include arts and letters; natural science and mathematics; social sciences; education and psychology; health, physical education, and safety; business; practical arts; and special collections and records management department. For each topic in the subject area, a policy statement provides (1) a statement of purpose which enumerates both academic programs in the subject and known areas of interest and study; (2) general collecting guidelines which define such considerations as languages, chronological and geographical emphases or restrictions, treatment of subject, types of materials, and dates of publication; and (3) the observations and qualifications by subject subdivisions for which collecting levels are recommended. (Author/JD)

ED 167 076 IR 006 739

Arms, William Y. Arms, Caroline

The Application of Clustering Techniques to Citation Data. Research Reports Series B No. 6.

Bath Univ. of Technology (England). Univ. Library.

Pub Date-Oct 77

Note-112p.; Design of Information Systems in the Social Sciences Series ; Parts may be marginally legible due to print quality

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Algorithms, *Bibliographic Citations, *Cluster Analysis, *Information Systems, Literature Reviews, Periodicals, Pilot Projects, Research Methodology, *Social Sciences

Identifiers-*Design of Information Systems in Social Sciences

This report describes research carried out as part of the Design of Information Systems in the Social Sciences (DISISS) project. Cluster analysis techniques were applied to a machine readable file of bibliographic data in the form of cited journal titles in order to identify groupings which could be used to structure bibliographic files. Practical applications of the data obtained from clusters of journal title citations were to include the planning patterns of journal coverage for secondary services, ascertaining information on the structure of the primary literature of a discipline, and the provision of data to help validate classification schemes and thesauri. The analyses were carried out on a file of over 60,000 citations taken from social science journals, and a special cluster analysis was made of citations taken from criminology source journals at three different time intervals. Included here are a review of clustering techniques applicable to bibliographic data, a detailed discussion of the results, and an evaluation of the practical value of the technique. It was concluded that the use of cluster analysis is probably not a very practical aid to the design of secondary services in the social sciences, though the techniques nevertheless have important bibliographic applications elsewhere. A bibliography is appended. (Author/JD)

ED 167 077 IR 006 740

Hjerppe, Roland
An Outline of Bibliometrics and Citation Analysis.
Royal Inst. of Tech., Stockholm (Sweden). Library.
Report No.-TRITA-LIB-6014
Pub Date-Oct 78
Note-91p.; Parts may be marginally legible due to print quality
Pub Type- Information Analysis (070) - Reports - General (140)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Bibliographic Citations, *Citation Indexes, *Research Methodology, Research Utilization, Scientific Methodology
Identifiers-*Bibliometrics, *Scientific and Technical Information

Quantitative analysis of scientific literature and especially citation networks have been used to illuminate many aspects of science and research. These studies, formally called statistical bibliography, are now described by the term bibliometrics. This paper provides a survey of bibliometrics including a set of necessary definitions, the scope and structure of bibliometric studies, and a cursory review of some seminal papers. Some suggestions for future research are presented, and a bibliography is attached. (JVP)

ED 167 078 IR 006 741

Divilbiss, J. L., Ed.

Negotiating for Computer Services. Proceedings of the 1977 Clinic on Library Applications of Data Processing.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date-78

Note-120p.

Available from-University of Illinois, Graduate School of Library Science, Urbana, Illinois 61801 ($8.00)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Cataloging, Computer Storage Devices, *Contracts, *Electronic Data Processing, Librarians, *Library Automation, Library Planning, *On Line Systems

Identifiers-*Vendor

To help the librarian in negotiating with vendors of automated library services, nine authors have presented methods of dealing with a specific service or situation. Paper topics include computer services, network contracts, innovative service, data processing, automated circulation, a turn-key system, data base sharing, online data base services, and non-contractual negotiating within an organization. Brief biographies of the contributors, a list of common acronyms, and an index are appended. (JVP)

ED 167 079 IR 006 745

Kupstas, Kathryn

Library Programs for Long-Term Chronic Psychiatric Patients.

Spons Agency-Pennsylvania State Library, Harrisburg.

Pub Date-78

Note-73p.; Research conducted at Retreat State Hospital, Hunlock Creek, PA

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adult Programs, *Institution Libraries, Library Materials, *Library Programs, Library Services, *Patients (Persons), *Program Planning

This guide for planning and initiating library programs for adult chronic psychiatric patients includes discussions of goals and format, lists of materials and sources, and outlines of programs used at Retreat State Hospital. These programs, which are described in terms of objectives, content, recommended materials, sources, and other references, are grouped into six categories: current events, human interest, literature, music, science, and world culture. (JVP)

ED 167 080 IR 006 750

Aldridge, Mark C., Ed.

Report of a Planning Conference for Solar Technology Information Transfer in Georgia (Atlanta, Georgia, July 24-25, 1978).

Southeastern Library Association, Tucker, Ga.

Spons Agency-Oak Ridge National Lab., Tenn.

Pub Date-Jul 78

Note-39p.; For related documents, see ED 149 717 and IR 006 751

Pub Type - Reports - General (140)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-College Libraries, Conference Reports, *Information Dissemination, *Information Networks, *Library Planning, Public Libraries, *Solar Radiation, Special Libraries, *Statewide Planning, Technology

Identifiers-*Georgia

A summary of the deliberations of the Georgia planning conference of the Solar Technology Transfer Program is presented in this report. Topic areas include background information on the Georgia conference and a summary of the discussions and recommendations dealing with solar information transfer within state systems and the need for greater public awareness of such information. Two proposals to the Oak Ridge National Laboratory, the conference agenda, and an outline of the Solar Technology Transfer Program administrative organization are appended. (JVP)

Gissendanner, Cassandra S., Ed.

Solar Technology Information Transfer in South Carolina: Report of a Planning Conference (Columbia, South Carolina, August 1-2, 1978).

Southeastern Library Association, Tucker, Ga.
Spons Agency-Oak Ridge National Lab., Tenn.
Pub Date-Aug 78
Note-36p.; For related documents, see ED 149 717 and IR 006 750
Pub Type - Reports - General (140)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Libraries, Conference Reports, *Information Dissemination, *Information Networks, *Library Planning, Public Libraries, *Solar Radiation, Special Libraries, *Statewide Planning, Technology
Identifiers-*South Carolina

The deliberations of the planning conference to discuss and outline a statewide functioning solar energy technology network and a set of recommendations for future action are presented in this report. Topic areas include background information on both the project and the current energy information system in South Carolina, along with a summary of the deliberations and recommendations. The conference agenda and participant list, two proposals to the Oak Ridge National Laboratory, and a checklist of solar energy information sources are appended. (JVP)

ED 167 082 IR 006 752

Brooklyn Public Library. Annual Reports, 1972/1973-1976/1977.
Brooklyn Public Library, N.Y.
Note-61p.; History section in 1972/73 removed due to illegibility ; Parts may not reproduce clearly due to colored background
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annual Reports, *Library Expenditures, *Library Services, *Public Libraries, Use Studies

The Brooklyn Public Library presents information concerning its organization, goals, expenditures, utilization, services, special programs, and holdings each year in an annual report to the Mayor and City Council of New York. This collection of five reports covers the activities of the library in the fiscal years beginning in 1972, 1973, 1974, 1975, and 1976. (JVP)

ED 167 083 IR 006 754

Liesener, James W.

The Use of Nonprint Media in the Public Schools of Maryland: An Exploratory Study. Final Report.

Maryland Univ., College Park. School of Library and Information Services.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Pub Date-Jul 78
Note-392p.; Parts of appendix may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-*Audiovisual Aids, *Information Utilization, Instructional Materials Centers, Library Programs, *Library Research, *Public Schools, School Libraries, Statewide Planning, Tables (Data), User Satisfaction (Information), *Use Studies

The primary objective of this project was the study of the utilization of nonprint media in the public schools of the State of Maryland in order to determine current patterns and identify developing trends in the use of media materials and equipment. Secondary objectives were to determine variations in patterns of use of media materials and equipment by grade level and by curriculum subject area, and to explore the more subjective area of the relative importance that teachers and library media specialists give to the use of various media and their changing attitudes regarding this use. A library media specialist and selected teachers in ten schools in each of three public school systems were interviewed in order to collect data on the development of collections of media materials and equipment, their use in library media centers and classrooms, and the production of media materials. Sources of information included records in district and local library media centers, inventories, expenditure records, circulation records, new materials lists, and the perceptions of media use of library media personnel and teachers which were elicited through questionnaires and interviews. Summaries and recommendations are included. (Author/JEG)

ED 167 084 IR 006 755

Luckey, Jacqueline

The Placer Media Management System or Using the Computer in the Small Film Library.

Placer County Office of Education, Auburn, Calif.

Pub Date-78

Note-81p.; Best copy available

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Catalogs, Computer Programs, *Computers, Electronic Equipment, *Film Libraries, Illustrations, Instructional Media, *Management Systems, Records (Forms), Subject Index Terms

Identifiers-Inquiry Codes, *Placer Media Management System, Projections

In describing this media management system, which currently serves 84 public schools (K-12) in four rural counties east of Sacramento, this report suggests that the computer is a practical solution for film libraries trying to keep pace with increased use while not reducing their expenditures for purchasing and repairing film stock. The major parts of the description include the creation of its film catalog, film booking procedures and computer programs, equipment (present and future), and a five-year projection (1978-1983). Also discussed are the main entry and/or record size, the alliance of the system with the computer department, the potential for interfacing with the system, other computerized film booking operations, and the secrets of financing this computerized management system. Appendices present input worksheets, the subject headings used, the system's media catalogs, various examples of ICR (input, confirmation, and rejection) reports, and other data sheets. (JD)

ED 167 085 IR 006 760

Estes, J. Worth

Survey of Massachusetts Public Library Users, 1977.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-34p.; Prepared for the Massachusetts Governor's Conference on Libraries and Information Services by the Massachusetts Board of Library Commissioners, Boston
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Demography, *Financial Support, *Library Services, *Public Libraries, Questionnaires, *User Satisfaction (Information)
Identifiers-*Library Users, *Massachusetts

Twenty per cent of 8400 questionnaires distributed in 1977 to a representative sampling of public libraries throughout Massachusetts were returned and analyzed. Those returned were entirely representative of the state's population and of the size of library services represented, although communities with the most active'' library services were more likely to return more questionnaires. Few, if any, remarkable differences could be ascertained between men and women, handicapped and non-handicapped persons, ethnic minority and non-minority persons, or among age groups, the three state library regions, or cities and towns of differing sizes, in respect to their opinions about library services and their funding needs. However, the frequency of library use did appear to be least in the Eastern Region, and greatest among the youngest and oldest respondents. The results reflect a general satisfaction with public library services throughout the state, at least insofar as users know what they want and what is available. A clear mandate for increased state and federal financial assistance for libraries is reflected by the data. The 16-item questionnaire is provided, as well as statistical tabulations of responses grouped by sex, handicapped status, ethnic minority status, age group, frequency of library use, library region, and size of community. (Author/JD)

Cound, William T.

To the Pacific: An Exploration of Computer-Based Reference Services.

Pub Date-2 Dec 77
Note-47p.; Independent study, University of Denver Graduate School of Librarianship
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cost Effectiveness, *Data Bases, Efficiency, Graphs, Relevance (Information Retrieval), *Search Strategies, Statistical Data
Identifiers-*Aluminum Industry, *Computer Based Reference Services

In contrast to the usual approach in computer-based reference services, which is to go into a specific data base to retrieve citations to material on a specific, narrowly-defined topic, this report demonstrates how such services could be useful in a broad approach to a complex subject, using an investigation of trends in the world aluminum industry as a case in point. The user's request was broken down into three questions; eight of the 75 data bases available were finally used. A controlled, phased exploration of these data bases was conducted. At the conclusion of each phase, the recovered citations were cataloged, analyzed, and compared. Tentative conclusions were drawn, and the exploration redirected if indicated. The approach was successful in that it produced a wealth and variety of information, was cost-effective if one considers what a librarian would have to do to produce the same results using manual search methods, and seems cost-beneficial from the point of view of efficiency, precision, and effectiveness. Appendices present the search histories of the study by question and data base, the respective times online for the searches, a description of the data bases, descriptive statistics of the results, a cost-comparison of man and machine, tables of bauxite producers and aluminum companies, and a consideration of the precision obtained. (JD)

ED 167 087 IR 006 763

Public Library Usage in Illinois: Media Survey Supplement. Report Number 2.

Elrick and Lavidge, Inc., Chicago, Ill.
Spons Agency-Illinois State Library, Springfield.
Pub Date-Jun 77
Note-33p.
Pub Type- Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Charts, *Mass Media, Newspapers, Radio, Statistical Data, *Surveys, Television Viewing
Identifiers-*Illinois, *Library Users

A supplement to a study of public library usage in Illinois, this report presents the television viewing, radio listening, and newspaper reading habits of the respondents in its survey. Findings for each question are shown for the total sample, and in some instances they are also shown separately for segments of the population. Similar charts for television and radio viewing/listening habits show number of hours watched/listened to per day, times of day when watched/listened to, and favorite types of programs; for newspaper reading habits, charts show daily readership, number of days a week newspaper usually read, and newspapers read. Additional data on media habits are available in the complete computer tables. Included at the end of the supplement is a listing of the television programs in each category. Radio programs were defined on the questionnaire. (JD)

ED 167 088 IR 006 764

Lindquist, Mats G.
The Dynamics of Information Search Services.
Royal Inst. of Tech., Stockholm (Sweden).
Report No.-TRITA-LIB-6012
Pub Date-Feb 78
Note-186p.; Ph.D. Stockholm University, Sweden
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Bibliographies, Decision Making, Definitions, Graphs, Illustrations, *Information Retrieval, Marketing, *Models, *On Line Systems, Research Methodology, *Systems Analysis
Identifiers-*Computer Based Information Search Services

Computer-based information search services (ISSs) of the type that provide online literature searches are analyzed from a systems viewpoint using a continuous simulation model. The methodology applied is system dynamics,'' and the system language is DYNAMO. The analysis reveals that the observed growth and stagnation of a typical ISS can be explained as a natural consequence of market responses to the service together with a business orientation on the part of the funder. An analysis of managerial decision-making is also presented, and implications for the aggregate information search market are explored. It is claimed that the growth potential has been overestimated and that a decline in the aggregate growth rate is likely, though not inevitable. (Author)

Strasser, Theresa C.
The Information Needs of Registered Nurses in Northeastern New York State (HSA V).
Spons Agency-Albany Regional Medical Program, N.Y.
Pub Date-76
Note-43p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Information Needs, Information Sources, Library Services, Methods, Needs Assessment, *Nurses, Professional Associations, Professional Continuing Education, *Research, Surveys, Tables (Data)
Identifiers-*New York

The information needs of registered nurses from all fields in a 17 county area of upstate New York were surveyed. Nurses expressed a significant need for improved information in new developments in their specializations, government regulations relating to health care, and other subjects. Sources of information most frequently used were colleagues, articles in newspapers and magazines, books, and papers in professional journals, in that order. Twenty-nine percent of the respondents were involved in professional education programs. Nursing educators tended to use all sources of information more often than did other nurses. Along with the most recently trained nurses, they made more significant use of certain library-related products and services. Non-hospital nurses indicated greater need for information than hospital nurses in most subject areas. Seminars, workshops and conferences, and video, slide, and tape programs were the most popular potential sources of information. Most nurses were willing to wait for a week for most of their information. Suggestions for publicizing library services include contributions to nursing literature and establishing communication with local nursing associations and educators. An investigation of access to resources is recommended as well as further research into the specific needs of health care practitioners. (Author/MBR)

ED 167 090 IR 006 766

Brown, Meredith

The Preservation of Leather Bindings: Background, Organization of a Project, and Procedures.

Cornell Univ., Ithaca, N.Y. Univ. Libraries
Pub Date-Jun 78
Note-49p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Background, Diagrams, *Library Materials, Library Programs, *Preservation, *Projects, Training
Identifiers-*Leather Book Bindings

This manual, intended primarily for use by preservation supervisors, includes a discussion of basic leather preservation techniques, and a description of the entire leather book preservation program at Olin Library, Cornell University. Discussions of work flow, materials, treatment steps, scheduling, and recruiting student assistants are included. Basic procedures which include selection, dusting, salting, and oiling are also discussed. A selected bibliography on leather binding preservation is appended. (MBR)

ED 167 091 IR 006 767

Starr, Daniel A.

Choice of Main Entry for Art Exhibition Catalogs.

Pub Date-1 Dec 77

Note-102p.; Best copy available

Pub Type- Dissertations/Thesis (040)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Cataloging, Comparative Analysis, Definitions, Illustrations, Library Materials, Literature Reviews, Research, *Theories

Identifiers-*Art Exhibition Catalogs, *Main Entry

This investigation of the practicality of three proposals for the standardization of choice of main entry for art exhibition catalogs considers some of the problems in cataloging as well as the importance of the choice of main entry for these catalogs. This report also includes a definition of the term exhibition catalog,'' an analysis of the relationship of exhibition catalogs to other library materials, and some of the theoretical aspects of cataloging which relate to the problem of choice of main entry. The appropriateness of the three proposed systems is analyzed by comparing their effectiveness in the retrieval of a selected sample of exhibition catalogs. (Author/MBR)

ED 167 092 IR 006 768

Allison, Anne Marie Allan, Ann
The Ohio College Library Center: A Bibliography.
Pub Date-77
Note-18p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Development, Documentation, Library Networks, Library Technical Processes, On Line Systems, *Publications, Research, Training
Identifiers-*Ohio College Library Center

This bibliography, which was prepared for use by participants in a series of ten workshops on the ``Effective Use of OCLC,'' includes some of OCLC's own documentation and training materials, news items from the literature citing landmark events in the network's growth, and research studies analyzing OCLC application and/or implementation. It is organized alphabetically by author and title, and a complete

bibliographic citation title, author, periodical source (where applicable), publication date, and number of pages is given for each item. (Author/MBR)

ED 167 093 IR 006 769

Mojkowski, Charles

Providing Technical Assistance to State Dissemination Projects: Linking at the National Level.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-30 Mar 78

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 30, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Information Dissemination, Interagency Coordination, Program Development, *Program Evaluation, State Departments of Education, *State Programs, Technical Assistance

Identifiers-Educational Information, *State Education Agencies

NIE's State Capacity Building Program in Dissemination supports the development of comprehensive programs in State Education Agencies. The nature of the dissemination capacity is reflected in goals of providing greater access to information resources for educators, and realization of increased coordination among activities of SEAs. Each SEA addresses these goals through activities in the areas of resources, linkage, and leadership. In 1976, the National Testing Service began the development of an evaluation design for the State Capacity Building Program. A technical assistance component to assist projects in applying information from the program evaluation, and to provide technical consultant services to help address project-identified needs was also established. Technical assistance services provided are grouped into the categories of communication, leadership development activities, evaluation documentation, conceptual development, and ad hoc consultant assistance. Assessment of these technical assistance services indicates a de-emphasis of ad hoc services, more responsibility by project directors for their own leadership development, more attention to transformation activities aimed at bringing conceptual and theoretical material to the attention of project directors, and distinction between their needs and wants. (Author/MBR)

ED 167 094 IR 006 771

NATIS. National Information Systems: Objectives for National and International Action.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-COM-74-/NATIS/3

Pub Date-74

Note-37p.; For related document, see ED 143 351

Pub Type- Reports - General (140)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Conference Reports, *Cooperative Planning, Information Dissemination, Information Services, *Information Systems, *International Organizations, *National Programs, *Objectives, Policy Formation

Identifiers-*National Information Systems

A product of the Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures in September 1974, this document outlines fourteen objectives adopted by the delegates for the development of National Information Systems (NATIS). These objectives are presented in two groups: those for national action dealing with the requirements of NATIS, the planning of NATIS, and universal bibliographic control in relation to NATIS and those for international action. The document also provides a general background on planning for an improved society, describes the purposes and aims of the Conference, and reproduces the two recommendations (of 24 adopted at the Conference) that are concerned with the launching of NATIS. Included are a list of member states and a list of other documents produced by the Conference. (JD)

ED 167 095 IR 006 774

Carroll, Donald M. And Others

An Evaluation of the Child-Based Information System.

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Pub Date-30 Jun 77
Note-52p.; Appendix VI may be marginally legible due to blurred and light print
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Computer Managed Instruction, Curriculum Planning, Exceptional Child Education, *Management Information Systems, Parent Attitudes, Personnel Evaluation, *Program Effectiveness, Records (Forms), Student Attitudes, Student Evaluation, *Summative Evaluation, Systems Analysis
Identifiers-*Child Based Information System

Five groups were formed to investigate different aspects of the Child-Based Information System (CBIS) developed by the Central Susquehanna Intermediate Unit of Pennsylvania: (1) a data management group to assess the effectiveness of CBIS as an administrative support system; (2) a systems delivery group to evaluate the efficiency and effectiveness of the system design; (3) a curriculum/instruction group to evaluate the validity of the curriculum base and the strategy retrieval system; (4) a personnel group to assess the reactions of those persons involved with CBIS on a day-to-day operational level; and (5) a guardianship group to evaluate the impact of CBIS on parent and student attitudes and student performance. The findings and conclusions of the evaluation panels, based upon classroom observations, interviews with such primary and secondary information sources as teachers and administrative staff, and written documentation of the system, are grouped according to their respective topics. A series of recommendations concludes the report and the studies of the individual groups as well as the forms used in the implementation of CBIS are appended. (JD)

ED 167 096 IR 006 775

Hjerppe, Roland And Others

Revised Programme Proposal for the Swedish-Portuguese Cooperation in the Field of Scientific and Technical Information and Documentation.

Royal Inst. of Tech., Stockholm (Sweden).

Report No.-TRITA-LIB-1082

Pub Date-Jul 78

Note-42p.; For related document, see ED 152 225 ; Parts may be marginally legible due to type

Language-English; Portuguese

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cooperation, Data Bases, Data Sheets, Documentation, Foreign Countries, Information Dissemination, Information Retrieval, *Information Services, *Information Systems, Program Budgeting, *Program Proposals, Seminars

Identifiers-*Portugal, Scientific and Technical Information, *Sweden

Due to complications that arose after the change of government in Portugal, staffing problems at the Portuguese Centro de Documentacao Cientifica e Tecnica (CDCT) were not resolved until March 1977. As a result, the cooperative program between Portugal and Sweden for scientific and technical information and documentation fell behind its original timetable, which was outlined and described in an earlier document. This document presents the adjustments in the program proposals, timetable, and budget that ensued from a visit by the Portuguese authors to Stockholm in April 1977. Included, in Portuguese, is a schedule of the seminar for documentalists in Sesimbra, June 14-17, 1977, and the seminar for researchers in Lisbon, June 20-21; a list of participants in both; a description of CDCT; a descriptive list of the data bases involved; sample bibliographic file summary sheets; and a service contract sheet. Both sides of the back cover list recent publications. (JD)

ED 167 097 IR 006 777

Gothberg, Helen M.

A Comparison of Two Teaching Methodologies for a Course in Basic Reference. Final Report.

Arizona Univ., Tucson.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Sep 76

Grant-G007500622

Note-46p.

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Autoinstructional Methods, Bibliographies, Course Evaluation, Data Sheets, Higher Education, *Intermode Differences, Library Education, *Library Reference Services, Tables (Data), *Teaching Methods

Identifiers-*Audiotutorial Program

The purpose of the investigation was to develop and test an audio-tutorial program for a course in Basic Reference. The design of the investigation was a posttest-only-control group design with 63 students randomly assigned to either an audio-tutorial or a lecture group. Data were collected and analyzed using a t-test for two groups and four variables. No significant difference was found between students in the audio-tutorial and the lecture group in either learning ability or satisfaction with course methodology. However, students in the audio-tutorial group were found to be more satisfied with their performance in the course. Based on the findings of this study, the audio-tutorial program which was developed for this purpose may be considered a viable alternative to the lecture approach in teaching a course in Basic Reference. Appendices provide both the final examination and the evaluation questionnaire for the course. (Author/JD)

ED 167 098 IR 006 778

Trefethen, Dan

Attitudes of Online Searchers in Washington State.

Pub Date-78

Note-27p.

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Attitudes, *Data Bases, Information Storage, *Librarians, *Library Research, *On Line Systems, Search Strategies, Use Studies

The results of personal interviews with 18 of the more experienced online searchers in Washington State are presented. A profile of respondents determines the experience of each in searching in years, number of searches per month, vendors used, and most used data bases. This information is used to analyze the answers given to questions about the promotion of online searches, needed skills for novice searchers, the maintenance of one's expertise, methods of funding searches, preference for searching alone or with the requestor, the value of an online users group, and suggestions for improvements. Helpful hints for the novice searcher and additional comments were also solicited. (Author/JVP)

ED 167 099 IR 006 779

Beattie, Walter M., Jr.

Our Aging Population: Implications for Information and Communication Sciences.

Pub Date-6 Mar 75
Note-27p.; Paper presented at the Research Conference on Communication and Aging (East Lansing, Michigan, March 6, 1975)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Communication Problems, Information Dissemination, *Information Needs, *Information Sources, *Older Adults, Stereotypes

The plight, as well as the possibilities, of the aging in today's and tomorrow's world can best be perceived within a framework of the changing relationship between the information and communications systems of society and older persons. Unlike the elders in stable societies, who have traditionally served as repositories of information, the aging in modern urban societies must cope with the obsolescence of past knowledge in rapidly changing social situations. The dilemma can be characterized as that of human and social obsolescence as this, in turn, relates to information obsolescence. Our societal practices tend to categorize this increasing segment of the population as if they were essentially alike, and the mythologies and fallacies of aging are perpetuated. A number of questions need to be raised about access to and utilization of information by the aging (as well as information about the aging), their self-perception and self-concept as they respond to images presented by the media, and the roles of media and communication technology in transmitting information to and about the aging. (Author/BBM)

ED 167 100 IR 006 780

Allen, Anda Sokolov, Barbara J.

Survey of Alaska Information Systems.

Alaska Univ., Anchorage. Arctic Environmental Information and Data Center.

Spons Agency-Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date-Oct 77

Contract-14-16-0009-77-067

Note-251p.; Parts of document marginally legible due to print quality

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Information Services, *Information Sources, Libraries, *Library Collections, *Library Surveys, *Zoology

Identifiers-*Alaska

This survey by the Arctic Environmental Information and Data Center at the University of Alaska identifies and describes information and data collections within Alaskan libraries and agency offices which pertain to fish and wildlife or their habitat. Included in the survey are descriptions of the location, characteristics, and availability of information in systematically organized files, computerized data bases, and unorganized sources of raw data such as field notes and unpublished manuscripts. (Author/JVP)

ED 167 101 IR 006 781

Jackson, Miles M.

The Trust Territory and a Pacific Basin Consortium: A Point of View.

Pub Date-74

Note-8p.; Paper presented at the Intergovernmental Conference on the Planning of National Documentation Library and Archives Infrastructures (Paris, 1974)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Consortia, Economic Development, *Information Needs, Information Sources, Libraries, *Library Networks, Library Services, *Organizational Change, Social Development

Identifiers-Trust Territory of the Pacific

Resource sharing through a consortium of libraries in the Pacific islands is proposed as a practical means of meeting the needs of the Trust Territory for information for social and economic development. Not only is the cost of library materials going up at inflationary rates, but the population in the Trust Territory is becoming more educated, and the leadership is passing into the hands of young college trained people who will need special information for decision-making. A new political status which is only a few years away will serve to increase information needs. A consortium designed to supply information for those individuals who are actively involved in government administration, science and technology, and education and health, would need at least three components to function: legal basis, funding basis, and programs. The organization, activities, and benefits are described for a U.S. consortium, which would consist of American Samoa, Guam, Trust Territory of the Pacific, the Commonwealth of the Northern Marianas, and Hawaii. An alternative to formalizing an interlibrary consortium for the Pacific Basin would be for the Trust Territory to work closely with Guam and the Commonwealth of the Northern Marianas in a Micronesian consortium, with a back-up resource center in Hawaii at either the university or the state library. (JVP)

ED 167 102 IR 006 783

Benson, Gregory, Jr.
National Education Practice File Ideas. Product 1.1/1.2/1.3.
Bibliographic Retrieval Services, Inc., Scotia, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Contract-400-77-0095
Note-108p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Data Bases, Design Needs, Educational Research, *Educational Resources, Information Services, Information Systems, Literature Reviews, *National Programs, *Program Design
Identifiers-*National Education Practice File Project

Composed of three separate papers, this document contains the initial design work required for the National Education Practice File Development Project. The first paper presents the ideas put forth by educators regarding their perceptions of what a ``practice file'' should be and how it might be organized and maintained. Areas considered include file content, acquisitions, selection, processing, vocabulary development and maintenance, file maintenance, source availability, search and retrieval capability, user products and services, and organization for operating the file. Appended is a directory of the project advisory group. The second paper is a review of existing educational information products and services with which the new file might be coordinated. In particular, it acknowledges the fact that the new file will have to be conceived in terms of the great variety of existing systems and to illustrate this point it reviews three compilations of educational products and services, three additional products, and three additional services. The third paper documents the selection process used to choose three design alternatives for each file feature discussed in the first paper and presents the recommendations. A short fourth paper discussing the issue of content selection is included with the document. (JD)

ED 167 103 IR 006 784

Benson, Gregory, Jr.
Preliminary Design Feature Alternatives and Discussion of Their Feasibility for a National Education Practice File. Products 1.4. and 1.5. Bibliographic Retrieval Services, Inc., Scotia, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-400-77-0095
Note-130p.; For related documents, see IR 006 783-785
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Data Bases, Educational Research, *Educational Resources, *Feasibility Studies, Information Services, Information Systems, *Program Design
Identifiers-*National Education Practice File Project

This discussion of the alternative design features being considered for the National Education Practice File presents three design configurations for each feature, demonstrating how they differ and suggesting which is the most likely candidate for the pilot test based on utility benefits, technical feasibility, adherence to Federal Information Policy, and cost-efficiency. The initial portion of the report discusses each discrete file feature and delineates the implications of its selection rather than other file feature alternatives; these features are file content, acquisitions, selection, source availability, processing, file maintenance, vocabulary development and maintenance, search and retrieval, user products, and user services. The second part, drawing on Part I, presents the three alternate design configurations and provides a small number of scenarios deemed valuable by the project staff and the Project Advisory Group for reviewing the pilot test phase. Appendices include a list of the Project Advisory Group, excerpts from the Annehurst Curriculum Classification System, and recommended pilot test guidelines. (Author/JD)

ED 167 104 IR 006 785

Benson, Gregory, Jr. And Others

Revised Phase II Plan for the National Education Practice File Development Project Including: Creation; Pilot Testing; and Evaluation of a Test Practice File. Product 1.7/1.8 (Product 1.6 Appended).

Bibliographic Retrieval Services, Inc., Scotia, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-77-0095
Note-206p.; For related documents, see IR 006 783-785; Appendices are incomplete Appendix E and Section IV are missing ; Best copy available
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Charts, *Data Bases, Educational Research, *Educational Resources, Flow Charts, Information Services, Information Systems, Program Design, *Program Planning
Identifiers-*National Education Practice File Project, *Pilot Test Practice File

A detailed work plan is presented for the conduct of Phase II activities, which are concerned with creating a pilot test file, conducting a test of it, evaluating the process and input of the file, and preparing the file management plan. Due to the outcomes of activities in Phase I, this plan was revised from an earlier outline. Included in the document is a review of Phase I, an overview of methodological and logistical problems, and a statement of work and technical approach; this latter section is subdivided into areas that discuss the rationale for a simulated clearinghouse, the rationale for content options, project management, and objectives and activities associated with the pilot test file. Appendices present lists of members of the Project Advisory Group and the Internal Project Advisory Committee, the Pilot Test Practice File Design, and the National Institute of Education guidelines for the pilot test. (JD)

ED 167 105 IR 006 794

VERB: Resource Base of Materials Uniquely Suited to Rural Schools and Low Budgets. Final Report.

Vermont State Dept. of Education, Montpelier.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-23p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Federal Aid, Indexes (Locaters), Information Dissemination, *Information Systems, Instructional Aids, *Instructional Materials, Microfiche, *Public Schools, *Rural Schools, State Programs
Identifiers-*Vermont Educational Resource Base

Vermont was given a special purpose grant from NIE in 1976-1977 to develop a resource base of materials in education that are uniquely suited to rural schools and low budgets. The goals of establishing a resource system of materials, developing the accompanying indexing and retrieval processes, and publicizing the availability of its resources were reached, as well as a secondary objective of developing and implementing a training program for state department personnel in the utilization and dissemination of information. Two objectives were not met the provision of computer search capabilities of other data bases, for financial reasons, and the development of a capacity building grant proposal due to insufficient data resources. (Author/JVP)

ED 167 106 IR 006 831

Czuchry, Andrew J. And Others

Digital Avionics Information System (DAIS): Training Requirements Analysis Model Users Guide. Final Report.

Dynamics Research Corp., Wilmington, Mass.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-58(2)
Pub Date-Sep 78
Contract-F33615-75-C-5218
Note-88p.; For related documents, see ED 114 125, ED 148 328 and IR 006 394 ; Parts marginally legible due to print quality
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Aerospace Industry, *Aviation Technology, Computer Programs, Data Bases, Digital Computers, *Guides, Input Output Analysis, *Instructional Systems, *Life Cycle Costing, Military Training, *Systems Development, Task Analysis
Identifiers-*Avionics, Digital Avionics Information System

This user's guide describes the functions, logical operations and subroutines, input data requirements, and available outputs of the Training Requirements Analysis Model (TRAMOD), a computerized analytical life cycle cost modeling system for use in the early stages of system design. Operable in a stand-alone mode, TRAMOD can be used for the selection of training approaches and programs on the basis of task, time, and resource criteria. Complete user control of task definition allows general applicability. TRAMOD consists of three components operated independently in interactive sequences: a task block generator, a training plan generator, and a training program generator. The data bank contains training time and cost information and consists of tasks described in terms of a series of parameters which reflect task training characteristics. The number of these parameters, as well as their specification and assigned values, is a user-defined option in the data bank construction. The model affords the user a mechanism for interactive control of data through their selection or deletion in any given operation. The typical working session with the model which is presented includes examples of the ways in which user/model interaction is accomplished. Available user options and illustrations of interactive choices made along the option paths are also explained. (Author/CWM)

ED 167 107 IR 006 834

Branyan, Brenda, Ed.

A Sense of One's Own Potential'' Proceedings of the Reading Maturity: Self-Awareness Workshop, June 6-10, 1977.

Utah State Univ., Logan.

Pub Date-Jun 77

Note-76p.; Proceedings of the Reading Maturity: Self-Awareness Workshop held at Utah State University (Logan, Utah, June 6-10, 1977)

Available from-Center for Instructional Product Development, UMC 30, Utah State University, Logan, Utah 84322 ($4.50)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Conferences, Humanistic Education, Individualized Reading, International Education, *Reading Instruction, Reading Programs, Self Actualization, *Self Concept, *Teacher Workshops

This workshop, sponsored by the Department of Instructional Media, Utah State University, gave special consideration to the relationship between the art and science of reading, and developing self-awareness. Dr. Jean E. Lowrie addressed her papers to reading maturity, reading guidance, and reading programs on an international level. Dr. Stan Patterson's presentations focused on working with students in a personalized program of reading guidance aimed at helping today's youth face the future, and Mrs. Patricia Powers presented an informative session on self-awareness, its definition and dimensions. Feelings, reactions, perceptions, and behavior were the primary areas of concern reflected in these papers. Self perception and individual conceptions of reading were simultaneously considered in light of the value attached to reading in one's personal life, in the lives of the students, and in relation to the contributions that human and literary efforts make to the lives of all involved. A selected bibliography is included. (Author/JEG)

ED 167 108 IR 006 846

Ward, William B.

Creating Agricultural Communication Centers for Training, Research, and Information Services. Report Number 6.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date-Sep 74

Note-25p.; Papers in Communication; For related documents, see IR 006 846-851 and ED 162 648 ; Parts marginally legible due to small or broken type

Available from-The Communication Arts Graduate Teaching and Research Center, Cornell University, 640 Stewart Avenue, Ithaca, New York 14853 (single copies are free)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Journal Articles (080)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrative Organization, *Agricultural Education, Agricultural Research Projects, Charts, *Developing Nations, Developmental Programs, *Information Centers, Information Dissemination, *Information Services, Rural Development, Training, *Universities

Identifiers-*India

Several of the new agricultural universities in India have identified a special need to improve their communication capabilities through the better use of the mass media and other channels to narrow the communication gap between agricultural scientists, educators, and farmers. This paper discusses the basic concept, goals, administrative, organization, and future of the Communication Centers recently established by two of these universities in their efforts to speed up agricultural and rural development and build stronger institutions. The appendices include organizational and function charts of the two centers as part of their university systems. (Author/CMV)

ED 167 109 IR 006 847

Crawford, Robert H.

Communication Strategies for Rural Development. Report Number 7.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date-Sep 74

Note-24p.; Papers in Communication; For related documents, see IR 006 846-851 and ED 162 648

Available from-The Communication Arts Graduate Teaching and Research Center, Cornell University, 640 Stewart Avenue, Ithaca, New York 14853 (single copies are free)

Pub Type- Guides - Non-Classroom (055) - Journal Articles (080)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adoption (Ideas), Audiences, Bureaucracy, *Change Strategies, *Communications, *Developing Nations, Developmental Programs, Diffusion, Media Selection, Program Evaluation, *Program Planning, Public Support, *Rural Development

There is a wide range of communication needs in rural development programs, including the need to develop comprehensive communication strategies for program fulfillment. Such strategies call for communication specialists whose expertise transcends the information'' role and includes the whole process of development. This process must not neglect an analysis of communication support factors such as audience, bureaucracy, and consumers; and decisions about program interrelations, program messages, media selection, overall implementation strategy, timing, and feedback and assessment. These aspects of a development program are at least as important as the technical aspects, and require equal care and attention in planning and budgeting. (CMV)

ED 167 110 IR 006 848

Colle, Royal D.

The Frontiers of Communication. Report Number 8.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Pub Date-Sep 74
Note-21p.; Papers in Communication; For related documents, see IR 006 846-851 and ED 162 648
Available from-The Communication Arts Graduate Teaching and Research Center, Cornell University, 640 Stewart Avenue, Ithaca, New York 14853 (single copies are free)
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Basic Education, Audiotape Recordings, Communication (Thought Transfer), Communication Satellites, *Community Involvement, Developing Nations, Educational Radio, Educational Television, Information Dissemination, Instructional Films, *Magnetic Tape Cassettes, *Media Selection, Media Technology, *Rural Development, *State of the Art Reviews

Although expensive and sophisticated communications technologies tend to be popular as tools of rural development, the real frontier of communication in rural development is comprised of the simpler, less expensive technologies that put the means of communication into the hands of the rural population. Simple, inexpensive equipment such as audio cassette tape (ACT) systems and 8mm film technology shows the greatest promise in making the rural receiver more of an active participant in the communication process. ACT systems can be valuable tools in listening groups, training, information dissemination in family planning, and as tools for field workers; and these systems enable the information receiver to control the listening situation. More expensive, simple radio technology in basic village education and radio schools can also be an effective tool in rural development. (CMV)

ED 167 111 IR 006 849

Awa, Njoku And Others

Educational Technology in the Third World: A General Systems Perspective. Report Number 9.

State Univ. of New York, Ithaca Coll. of Agriculture and Life Sciences at Cornell Univ.

Note-14p.; Papers in Communication; For related documents, see IR 006 846-851 and ED 162 648

Available from-The Communication Arts Graduate Teaching and Research Center, Cornell University, 640 Stewart Avenue, Ithaca, New York 14853 (single copies are free)

Pub Type- Journal Articles (080) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Change Strategies, *Cultural Context, *Developing Nations, Developmental Programs, Diffusion, *Educational Development, Educational Problems, Information Dissemination, Program Planning, *Systems Approach, Systems Concepts, Telecommunication

Identifiers-*Instructional Development

Change is more advantageous if it incorporates an entire society rather than an element of that society, and the goals of educational development will be most fruitfully realized with a minimum of harmful effects if programs of instructional development are made to focus on the entire culture, rather than on a single social institution. A systems approach may be extremely important to the educational planner as it emphasizes the need for an integrated approach, recognizing that several factors must be considered together if sound goals are to be met by sound programs. The systems theory paradigm also offers a conceptual tool to the planner whereby a process may be organized into categories, and in so doing may lead to the generation of research, prediction of outcomes, and the encouragement of measurement and evaluation. (CMV)

ED 167 112 IR 006 850

Awa, Njoku E.

Communicating with the Rural Poor. Report Numbe 10.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date-Jan 76

Note-14p.; Papers in Communication; For related documents, see IR 006 846-851 and ED 162 648

Available from-The Communication Arts Graduate Teaching and Research Center, Cornell University, 640 Stewart Avenue, Ithaca, New York 14853 (single copies are free)

Pub Type- Journal Articles (080) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communication Problems, Community Leaders, Community Surveys, Diffusion, *Economically Disadvantaged, Extension Agents, *Information Dissemination, Poverty Research, Rural Extension, *Rural Population

A study was conducted to examine possible problems in the information dissemination of social aid programs for the poor. Two samples of 141 community leaders and 143 low-income families were selected from a New York county with a high percentage of households in relative poverty and a low percentage in relative affluence. Data gathered from the two samples by personal interview using structured questionnaires included information on demographic and socioeconomic characteristics, beliefs and attitudes, and communication behavior. Community leaders were found to be considerably more exposed to newspapers, magazines, and books than were the rural poor. Two obstacles to leader-client communication (through the printed word) were identified money and motivation. Lack of funds prevented the poor from subscribing to newspapers and magazines, while lack of motivation accounted for their low interest in the content of farm bulletins. It is suggested that these disincentives might be dislodged or offset by the use of cost-free media that have motivational appeal. (CMV)

ED 167 113 IR 006 851

Colle, Royal D.

Communicating with Villagers.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date-Aug 76
Note-19p.; Paper presented at the Planning Seminar on Agriculture for Nutritional Improvement, East-West Food Institute (Honolulu, Hawaii, August 16-17, 1976); For related documents, see IR 006 846-851 and ED 162 648
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adoption (Ideas), Audiotape Recordings, Case Studies, *Change Strategies, *Communication Problems, Communication Satellites, Developing Nations, *Diffusion, *Educational Technology, *Guidelines, Mass Media, Needs Assessment, Paraprofessional Personnel, *Rural Extension
Identifiers-Guatemala

Common problems and possible solutions in communication with rural villagers in developing countries are discussed in terms of communication extension strategies, mass communication media, the use of simple communication technology in place of the more sophisticated and expensive methods, a case study of a successful communication project in Guatemala, the para-professional as a supporting interpersonal link between developing agencies and villagers, and communication satellites. Eight guidelines are included for developing an explicit communication strategy to be integrated into the overall project approach. (CMV)

ED 167 114 IR 006 854

Maser, Arthur L. And Others

Highline Public Schools Computer-Assisted Instruction Project: A Program to Meet Disadvantaged Students' Individual Needs for Basic Skill Development: Final Report.

Highline Public Schools, Seattle, Wash.
Pub Date-30 Jun 77
Note-114p.; Parts marginally legible due to print quality
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Arithmetic, *Basic Skills, *Computer Assisted Instruction, *Economically Disadvantaged, Educational Alternatives, *Educationally Disadvantaged, Language Skills, Parent Attitudes, *Program Effectiveness, Reading Skills, Secondary Education, Skill Development, Student Attitudes, Teacher Attitudes

This description of a computer-assisted instruction project, which provides an alternative approach to individual instruction in basic skills for economically and educationally disadvantaged students at the secondary level, includes the results of evaluations conducted at the end of each of three school years. Instruction in priority areas arithmetic, language arts, and reading was administered to students severely deficient in one or more skill areas in a different manner within each school. Management and student outcome objectives were evaluated by written documentation and data on student pre- and posttests. Data indicate that student use was excellent during the 1974-1975 school year, outcome objectives were met, and response by students, parents, and faculty was generally positive. Management and student outcome objectives in the second year of implementation met or exceeded expectations, student and teacher involvement increased remarkably, and student, parent, and faculty attitudes were especially positive. Objective data for the third year of operation produced the most outstanding results, indicating that the program was highly successful and that computer-assisted instruction is a viable method of building basic skills with eligible students. (CWM)

ED 167 115 IR 006 857

Gordon, Roger L., Ed.
The Art of Multi-Image.
Pub Date-78
Note-147p.; Prepared by the Association for Multi-Image, Abington, Pa.
Available from-Publications Department, Association for Educational Communications and Technology, 1126 16th St. N.W., Washington, D.C. ($15.00 for members, $17.50 for non-members)
Pub Type- Guides - General (050) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Audiovisual Aids, *Audiovisual Programs, Equipment Manufacturers, Equipment Utilization, Media Specialists, *Multimedia Instruction, *Production Techniques, Program Design, Program Evaluation, *Program Planning, Slides, *Visual Aids

This guide to multi-image program production for practitioners describes the process from the beginning stages through final presentation, examines historical perspectives, theory, and research in multi-image, and provides examples of successful utilization. Ten chapters focus on the following topics: (1) definition of multi-image field and state-of-the-art; (2) history of multiple image in visual arts and research trends; (3) strengths of medium, audiences, and applications in education, business, and industry; (4) organization techniques simultaneous operation of audio and visual components, and physical arrangement of site and equipment; (5) planning and writing the program, with emphasis on design objectives, scripting, and assemblage of audio and visual portions of a storyboard; (6) organization of visual formats, production, composition of visual images, and specific production techniques; (7) physical characteristics, production and recording techniques of audio components; (8) programming of the presentation and background on types of programmers; (9) planning of environment and organization of materials; and (10) methods for critical evaluation of a presentation and explanation of the impact of functional/experimental criticism. Included are appendices of source lists for manufacturers of program control devices, audio recording and playback equipment, related equipment, and multi-image information sources. (CWM)

ED 167 116 IR 006 858

Morse, William C. Smith, Judith M.
Videotape Project in Child Variance. Final Report.
Michigan Univ., Ann Arbor. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-1 Jul 78
Grant-G007602984
Note-142p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Audiovisual Instruction, *Behavioral Counseling, *Behavior Problems, Behavior Theories, *Exceptional Child Research, Inservice Programs, Models, Preservice Education, *Protocol Materials, *Student Behavior, Videotape Recordings, Workshops

The design, production, dissemination, and evaluation of a series of videotaped training packages designed to enable teachers, parents, and paraprofessionals to interpret child variance in light of personal and alternative perspectives of behavior are discussed. The goal of each package is to highlight unique contributions of different theoretical models in the context of realistic classroom behaviors exhibited by those children whose educational needs and behavioral problems require new interpretations and intervention techniques. Each of the five videotape packages comparing and contrasting two perspectives on child variance contains all the materials necessary to operate a two-hour workshop for inservice and preservice teachers. A behavior segment begins each tape followed by discussion of the behavior exhibited, definition of the problem, interpretation of the etiological aspects, and recommended interventions. Six perspectives or models were examined: biogenic, psychodynamic, behavioral, sociological, ecological, and countertheoretical. (Author/RAO)

ED 167 117 IR 006 862

Bearley, William
Why Systems Fail.
Pub Date-78
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Data Processing, Definitions, *Management Information Systems, *Operations Research, *Organizational Development, Planning, *Problem Solving, *Systems Analysis

A review of the current status of data processing (DP) in management information systems, including the functions assigned to DP in organizations, what it was designed to do, and levels of training of personnel, provides the basis for an examination of new demands on DP. An approach which is advocated as a means of overcoming many of the deficiencies of current practices is based on general systems theory, organizational development theory, and problem solving. (RAO)

ED 167 118 IR 006 863

Rosenberg, Marc J.

A Study of the Belief System Structure of Principals and Media Specialists as Related to their Role Expectations for the Media Specialist.

Pub Date-Apr 78
Note-29p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 18, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Comparative Analysis, *Dogmatism, *Educational Research, *Media Specialists, Personality Studies, Personality Tests, *Principals, *Role Perception, Secondary Education

A study was conducted to examine the relationship between the belief system structure (dogmatism) of principals and media specialists and their role expectations for the media specialist, and whether agreement by principals and media specialists on the role of the media specialist was related to the similarity of their belief system orientations. Thirty-one pairs of principals and media specialists from public high schools responded to the Short Form Dogmatism Scale and a Rank Ordering Questionnaire assessing the relative importance of selected media specialist tasks. Results indicated there were main effect differences between principals and media specialists for instructional design and utilization, and between open and closed-minded respondents for awareness services. Similarity of dogmatism scores of principal-media specialist pairs was related to similarity of rank ordering of media specialist tasks. It appears that principals and media specialists tend to rank the more traditional media specialist tasks as more important than the more progressive media specialist tasks, although media specialists tended to be somewhat more progressive. In addition, it appears that dogmatism, as a personality variable, may be a factor in influencing a professional relationship, especially during initial contacts. (Author/CMV)

ED 167 119 IR 006 865

Waterman, D. A.

Rule-Directed Interactive Transaction Agents: An Approach to Knowledge Acquisition.

Rand Corp., Santa Monica, Calif.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.-R-2171-ARPA

Pub Date-Feb 78

Note-58p.

Available from-Rand Corporation, Santa Monica, California 90406 ($5.00)

Pub Type- Reports - General (140)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Computer Programs, *Information Processing, *Man Machine Systems, On Line Systems, *Programing, Programing Languages

This report describes the development of computer programs called user agents, which, through interaction with users, can either learn new facts and store them in a data base or learn new procedures for data manipulation and represent them as programs. These programs are written in RITA, the Rule-directed Interactive Transaction Agent system, and are organized as sets of IF-THEN rules or production systems.'' The programs are able to act as personal computer agents'' to perform a variety of tasks. Four types of RITA agents are (1) an exemplary programing agent that watches a user perform an arbitrary series of operations on the computer and then writes a program (a new RITA agent) to perform the same task; (2) a self-modifying agent that performs ARPAnet file-transfer tasks for the user, modifying itself so that each subsequent time it performs the task, it can do so with less help from the user; (3) a tutoring agent that watches an expert demonstrate the use of an interactive computer language or local operating system and then creates a teaching agent that can help naive users become familiar with the language or system demonstrated by the expert; and (4) a reactive-message creating agent that elicits text from a user (the sender) and uses it to create a new RITA agent which is a reactive message; the reactive message is then sent to some other user (the recipient), who interacts with it; and during the course of the interaction, a record of the recipient's responses is sent back to the sender. (Author/CMV)

ED 167 120 IR 006 866

Platt, John

The New Age: Learning and Teaching in the Electronic Society.

Pub Date-1 Sep 77
Note-10p.; NIE Task Force on Learning and Teaching
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Anthropology, *Educational Innovation, Educational Responsibility, *Educational Technology, Educational Trends, Electronic Classrooms, Electronics, *Futures (of Society), Government Role, *Telecommunication, Television, World Affairs
Identifiers-*National Institute of Education

Changes in the content, scope, and methods of education both in and outside the classroom in the new high-information high-communication electronic world society are discussed. Specific areas of discussion are changes in work and leisure, the electronic schoolroom, a curriculum for the new world, new modes of awareness, using the electronic surround, creating and organizing new electronic education for schools and the public, a system for never-ending continuing education for the whole society, and implications and specific responsibilities for the National Institute of Education. (CMV)

ED 167 121 IR 006 867

Cooke, Thomas M. Romweber, Susan T.

Radio, Advertising Techniques, and Nutrition Education: A Summary of a Field Experiment in the Philippines and Nicaragua. Final Report.

Manoff International, Inc., Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.
Pub Date-Dec 77
Contract-AID-ta-C-1133
Note-136p.; Appendixes may be marginally legible due to small and broken type
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Behavior Change, *Child Care, *Developing Nations, *Educational Radio, Field Studies, Health Education, Infants, Information Dissemination, Mother Attitudes, *Nutrition Instruction, Rural Education, Teaching Methods
Identifiers-*Nicaragua, *Philippines

Infant and child health and nutrition education messages patterned after the reach-and-frequency technique of commercial advertising were broadcast to target groups of young mothers over local radio stations in the Philippines and Nicaragua for one year without the support of more conventional education methods. The messages were developed in consultation with local health and nutrition authorities, recorded using professional talent from local radio stations, pre-tested with representatives of the target audience, and aired according to the listening habits of the target groups. Evaluation data were gathered through questionnaires administered to mothers in their homes in baseline studies, six months after broadcasts began, and 12 months after the baseline. One thousand young mothers were interviewed in each wave of the interviews. Interviews were supplemented by self-administered questionnaires to doctors, teachers, and other community workers. Results indicated that the broadcasting was successful in improving practices of infant and child health and nutrition care. The reach-and-frequency technique provided a discipline that renders broadcasting to unorganized audiences the most inexpensive use of radio effective in bringing about changes in behavior, as well as attitudes and knowledge. Appendices include a household questionnaire, a questionnaire to community workers, a message test questionnaire, a letter to community workers, and examples of the actual radio messages. (Author/CMV)

ED 167 122 IR 006 868

Gardner, Edward
Programming Language CAMIL II: Implementation and Evaluation.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-45
Pub Date-Aug 78
Note-67p.; Appendixes may be marginally legible due to light and broken type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (671-056/76)
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computer Managed instruction, Computer Programs, Cost Effectiveness, *Instructional Improvement, Instructional Systems, Military Training, Program Evaluation, *Programing Languages
Identifiers-*Computer Software, PASCAL

A reimplementation of Computer assisted/managed instruction language (CAMIL) for qualitative and quantitative improvements in the software is presented. The reformatted language is described narratively, and major components of the system software are indicated and discussed. Authoring aids and imbedded support facilities are also described, and key CAMIL programs used in the development are discussed. The resulting system offers a method for future improvement of the Air Force Advanced Instructional System (AIS) computer support system without expenditure of additional funds for computer support. (Author)

ED 167 123 IR 006 869

Hayworth, Don

Airborne Electro-Optical Sensor Simulation System. Final Report.

General Electric Co., Daytona Beach, Fla.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-41
Pub Date-Aug 78
Contract-F33615-76-C-0059
Note-26p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (771-122/52)
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Algorithms, *Computer Assisted Instruction, Data Bases, Flow Charts, Instructional Systems, Military Training, Program Evaluation, *Simulation
Identifiers-*Computer Software

The total system capability, including all the special purpose and general purpose hardware comprising the Airborne Electro-Optical Sensor Simulation (AEOSS) System, is described. The functional relationship between hardware portions is described together with interface to the software portion of the computer image generation. Supporting rationale for selection and arrangement of hardware is also provided, together with a description of the data base region. (Author/CMV)

ED 167 124 IR 006 870

Gibbons, Andrew S. Hymes, Jonah P.
SH-2F LAMPS Instructional Systems Development: Phase II. Final Report.
Courseware, Inc., San Diego, Calif.
Spons Agency-Naval Training Equipment Center, Orlando, Fla.
Report No.-NAVTRAEQUIPCEN-76-C-0055-1
Pub Date-Mar 78
Contract-N61339-76-C-0055
Note-309p.; For related document, see IR 006 833 ; Charts may be marginally legible
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Aircraft Pilots, Data Collection, *Educational Development, Educational Innovation, Evaluation Methods, Flight Training, *Instructional Design, *Instructional Systems, Military Training, *Summative Evaluation
Identifiers-*Instructional Systems Development

This project was one of four aircrew training development projects in a continuing study of the methodology, effectiveness, and resource requirements of the Instructional Systems Development (ISD) process. This report covers the Phase II activities of a two-phase project for the development of aircrew training for SH-2F anti-submarine warfare helicopter pilots and sensor operators. Instructional materials were authored and subjected to a review process, produced in a tryout form, and subjected to a tryout with typical students. When all materials had been tried out and produced in final form, the instructional system was implemented at two sites. An instructor training course was developed and implemented to train instructors in specific tasks attendant to implementation of the system. It was concluded that the ISD model used was robust, and produced instructionally effective materials. Data on the personnel requirements were gathered and reported. A review of the effectiveness of the instructional development model was made on a step by step basis and suggestions for the future implementation of ISD in the Navy were made. (Author/JEG)

ED 167 125 IR 006 876

Svoboda, Rudy G.

Audio-Tutorial Minicourses for College Algebra and Trigonometry: A Progress Report.

Indiana Univ., Fort Wayne.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-78

Grant-SER-77-02454

Note-27p.; Parts may not reproduce clearly due to print quality

Pub Type- Reports - Descriptive (141) - Guides - General (050)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Algebra, *Audiotape Recordings, *Autoinstructional Programs, Higher Education, Individualized Programs, *Learning Modules, Mathematics Instruction, Short Courses, Teaching Programs, Trigonometry, *Tutorial Programs

Preliminary results are reported for courses in college algebra and trigonometry based on the Postlethwait audio-tutorial minicourse system which were developed at Indiana University-Purdue University at Fort Wayne (IPFW). Two IPFW faculty members, two secondary teachers, and two undergraduate mathematics majors formed a minicourse project team supported by a National Science Foundation Grant with each team member responsible for authoring a number of minicourses, i.e., writing study guides, designing art work in the study guides, developing the tape scripts and preparing the manuscripts for duplication. Although one individual was responsible for a given minicourse, the end product was a team effort. Instruction was designed to involve students actively in three different types of study sessions independent study, weekly general assembly sessions, and integrated quiz sessions for small groups. The study guide for the minicourse on exponential functions is included. (JEG)

ED 167 126 IR 006 879

Burton, Richard R. Brown, John Seely

An Investigation of Computer Coaching for Informal Learning Activities.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-BBN-3914
Pub Date-Aug 78
Contract-MDA-903-76-C-0108
Note-35p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Assisted Instruction, Diagnostic Teaching, *Educational Strategies, Game Theory, *Models, Teaching Procedures, *Tutorial Programs

This paper provides an in-depth view of computer based tutoring/coaching systems and (1) the philosophy behind them, (2) the kinds of diagnostic modeling strategies required to infer a student's shortcomings from observing his behavior, and (3) the range of explicit tutorial strategies needed for directing the tutor to say the right thing at the right time. Examples of these issues were drawn for a computer based system for a simple game How the West Was Won. The intention was to make explicit the vast amounts of tutorial knowledge required to construct a coaching system that is robust, friendly, and intelligent enough to survive in home or classroom use. (Author/JEG)

ED 167 127 IR 006 882

National Commission on Libraries and Information Science. Annual Report to the President and Congress, 1976-1977.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-28 Apr 78

Note-106p.; For related documents, see ED 107 312, ED 135 350, ED 138 252-253, ED 140 799, and ED 148 342 ; May be marginally legible due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00535-2)

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Audiovisual Aids, Cataloging, *Conferences, Copyrights, *Information Science, Libraries, *Library Networks, Library Science, *Library Services, *National Programs, Periodicals, Planning Commissions, State Libraries

This sixth annual report of the National Commission on Libraries and Information Science (NCLIS) covers the 15-month period between July 1, 1976 and September 30, 1977. Activities reported include preparations for the White House Conference on Library and Information Services (Public Law 93-568) as well as the ongoing implementation of the Commission's National Program. Final reports were obtained from three studies undertaken earlier: Inventory of Library Needs 1975; Evaluation of the Effectiveness of Federal Funding of Public Libraries; and Library Photocopying in the United States. The Task Force on a National Periodicals System completed its work with a report: Effective Access to the Periodical Literature, and three more task forces were constituted to work computer protocols, standards in the library and documentation fields, and the role of the school library/media center in the National Program. Continuing activities included support for the Committee for the Coordination of National Bibliographic Control; communication, coordination, and cooperation with other government agencies and the professional community; and keeping abreast of developments in the area of copyright. All of these activities, and others, as well as plans for the future and recommendations for the following year, are discussed in this report. (Author/JVP)

ED 167 128 IR 006 884

Toward a National Program for Library and Information Services: Goals for Action. A Summary.

National Commission on Libraries and Information Science, Washington, D.C.

Pub Date-Oct 77

Note-15p.; For related document, see ED 107 312

Pub Type- Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Change Strategies, Information Dissemination, *Information Systems, Libraries, *Library Networks, Library Role, *Library Services, *National Programs

This summary of the deliberations and proposals of the National Commission on Libraries and Information Science includes brief discussions of programs goals, a needs analysis, and the concerns of both libraries and the private sector. Recommendations for a national program are presented as eight priority objectives, and various facets of the nationwide network concept are discussed major federal responsibilities; organizational relationships and supporting responsibilities; responsibilities of state governments, the private sector, and the Library of Congress; proposed legislation; and funding. The full report, which was published in 1975, is also available through ERIC (see related document). (JVP)

ED 167 129 IR 006 885

Richardson, Selma K., Ed.
Children's Services of Public Libraries.
Illinois Univ., Champaign. Graduate School of Library Science.
Pub Date-78
Note-171p.; Papers presented at the Allerton Park Institute (23rd, Monticello, Illinois, November 13-16, 1977)
Available from-Publications Office, Graduate School of Library Science, 249 Armory Building, Champaign, Illinois 61820 ($9.00)
Pub Type- Collected Works - General (020) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Children, *Library Facilities, *Library Materials, Library Research, *Library Services, Program Evaluation, *Public Libraries

This collection of papers provides an overview of the status of children's services in public libraries and identifies areas which need to be strengthened. A review of the institute program and an examination of the goals of children's services are followed by 16 papers focusing on the child, the children's librarian, services, facilities, materials, and research. Four final papers present the views of four participants as they reacted to the program from the perspectives of a recent library school graduate, a retired leader in the field, a school librarian, and a library administrator. A list of acronyms and a subject index are included. (JVP)

ED 167 130 IR 006 887

Allen, Ronald

Report on Visual Display at Purdy Library. Technical Paper No. 9.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date-Mar 78

Note-18p.; Two pages of appendices marginally legible due to broken type of original

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Background, *Catalogs, *Instructional Materials, *Library Instruction, Library Surveys, Methods, *Program Effectiveness, Questionnaires, Tables (Data), University Libraries, *Visual Aids

The findings of a study conducted to evaluate the effectiveness of a visual display illustrating use of the card catalog in a university library are presented. The evaluation focused on the major goal of the display, which was to provide new information to library users. A questionnaire designed to measure a respondent's knowledge of the various aspects of the card catalog presented on the 12 posters was distributed to library patrons and four classes in the sociology and psychology departments a week before the display, three weeks after its removal, and a year later. Findings indicate that 57 percent of the library users looked at the display, as did 30 percent of the class members, with all that looked having a higher percentage of wrong answers as well as a higher percentage of correct ones. The increase in user knowledge after reading the posters was negated by a corresponding increase in incorrect knowledge about the card catalog. Conclusions suggest emphasis on directional rather than instructional aids, with library instruction being viewed as the most effective way to impart information about library resources and their use. (MBR)

Frost, William J.
College Library Instruction/College Instruction: A Review of the Literature.
Bloomsburg State Coll., Pa.
Pub Date-Oct 78
Note-27p.
Pub Type- Information Analysis (070) - Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Behavioral Objectives, Evaluation, Higher Education, *Library Instruction, *Literature Reviews, Needs Assessment, Programs, Research, *Undergraduate Students

This review of 64 recent works concerning research in library instruction at the college level attempts to place this research in the larger context of learning outcomes and instructional approaches for undergraduate teaching in general. A live lecturer presenting subject overviews to large audiences, small student-centered discussion groups, and varied instructional media will enhance achievement levels of students being taught to use college libraries. Behavioral objectives might be used to improve achievement in library learning although it is less certain how they might improve instruction and the evaluation of learning. There is slight evidence to support inferences regarding cognitive knowledge retention, and none regarding the transfer of knowledge from use of one library tool to another. Sufficient information about the transfer of theoretical textbook knowledge to practical in-library use is also lacking. In-house media have been reported efficient only on a long term basis; therefore, library instruction programs, especially experimental ones, could benefit from use of commercially produced media for learning standard tools. (Author/MBR)

ED 167 132 IR 006 889

Annual Report of the University Libraries, June 1, 1976-May 31, 1977.
State Univ. of New York, Albany. Univ. Libraries.
Pub Date-77
Note-18p.; For related document, see ED 144 556
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Awards, Community Services, *Comparative Statistics, *Librarians, Library Acquisition, Library Administration, Library Associations, Library Education, Library Services, Publications, Speeches, *State Libraries

After comparing 1976/77 statistics for library acquisitions, services, and administration personnel with those for 1975/76, the document presents lists, arranged alphabetically by the names of the librarians involved, of the following kinds of information: committee memberships and elective offices held in professional organizations; presentations given; publications; courses taught; university and community services rendered; and awards received. (JD)

ED 167 133 IR 006 890

Gebhard, Patricia Silver, Barbara
Library Skills: A Self-Paced Workbook.
California Univ., Santa Barbara. University Library.
Pub Date-Aug 78
Note-113p.; For related document, see IR 006 891
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Classification, Divided Catalogs, Filing, Higher Education, Library Collections, Library Facilities, Library Services, *Library Skills, *Programed Instruction, Reference Materials, Search Strategies, *Short Courses, Undergraduate Students, *University Libraries

This workbook is the text for a self-paced, programmed one-unit course which teaches about library resources and their use at the University of California Santa Barbara Library, a medium-sized academic university research library. It provides freshmen and incoming students with the basic information they need to know in order to use the library: (1) the kinds of services and library materials available and how to find them; (2) tools for access to these materials catalogs, serials list, indexes and bibliographies and techniques for using these tools; and (3) standard reference works dictionaries, encyclopedias, biographies, criticism, plot summaries; and government documents. Topics are presented in 21 chapters with questions and operations which are to be performed in the library; five options are given so that use of the tools is split up among drawers or volumes. Evaluation has indicated the success of the course, both in instructing the students and, perhaps of more importance for entering students, changing their attitude from apprehension when facing a complex library to the feeling of confidence which comes from knowing how to find materials and from whom to request assistance. (Author/JD)

ED 167 134 IR 006 891

Gebhard, Patricia

Library Research: A Beginning Text in Bibliographic Searching.

California Univ., Santa Barbara. University Library.
Pub Date-76
Note-137p.; Some pages are marginally legible due to print copy
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Assignments, Classification, Divided Catalogs, Filing, Glossaries, Higher Education, Library Collections, *Library Instruction, Library Skills, Reference Materials, *Search Strategies, Undergraduate Students, *University Libraries

This manual is the textbook for a two-unit course for upper division students at a middle-sized university academic research library, the University of California Santa Barbara Library. The book introduces search strategy for finding information for a term paper. After discussing factual information about library collections, classification, card catalogs, and filing, the book presents search strategy to the students, including use of encyclopedias and dictionaries, finding book materials, finding current materials by identifying indexes and abstracts and learning their use, finding and using bibliographies, and evaluating materials located. The accompanying assignments require students to go through this search strategy step by step. In this way, they experience various techniques upon which to base decisions for searching for information in the future. The course is designed to develop the students' critical thinking and problem-solving skills in finding their way through the complexities of the contemporary academic research library or any library they might use in the future. (Author/JD)

ED 167 135 IR 006 892

Higher Education Data System: A Source of Basic Data on New York State Degree-Granting Institutions.

New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid.

Pub Date-Sep 77

Note-50p.; For related document, see ED 132 901 ; Maps may not reproduce clearly

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Admission (School), *Data Bases, Degrees (Titles), Educational Finance, Electronic Data Processing, Enrollment, Faculty, Higher Education, *Information Systems, Institutional Characteristics, Physical Facilities, *School Demography, *Statistical Data, Student Costs

Identifiers-Educational Information, *New York

Data in this computer-based information system are taken from reports provided to the New York State Education Department by degree and certificate awarding institutions through the annual data collection program. The reporting instruments used are the Federal Higher Education General Information Survey (HEGIS) and the State Education Department Higher Education Data System (HEDS) forms. The software of the HEDS system allows retrieval of data in a number of levels of detail, accommodates a variety of mathematical manipulations, and provides considerable flexibility in output formats; examples of the HEDS retrieval and format capabilities are included in this report. Data categories and data elements are selected on the basis of their importance and usefulness for research and planning purposes. HEDS currently contains 147 data elements and subtotals in 12 major categories institutional characteristics, undergraduate admissions/applications, graduate admissions/applications, undergraduate enrollment, graduate enrollment, basic student charges, degrees and formal awards conferred, faculty/staff, full-time faculty salaries and tenure, institutional finance, physical facilities, and residence and migration. While the size of the system has been kept small at the outset, it can be expanded or modified in the future as problems arise requiring resolution or change and as capabilities for analysis increase. (Author/RAO)

ED 167 136 IR 006 893

Filar-Tarlerski, Magdalena

Community Information Services. A Case Study Based on the Dandenong Valley Regional Library Service.

Monash Univ., Clayton, Victoria (Australia).

Pub Date-28 Oct 77

Note-60p.; A workshop for public librarians; Not available in hard copy due to marginal legibility

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Community Characteristics, Community Cooperation, *Data Collection, *Demography, *Information Dissemination, Information Needs, Information Retrieval, Information Services, *Public Libraries, Statistical Data, Tables (Data)

This preliminary study of the region and its population, which was conducted in order to determine the best methods for the distribution of information, is based largely on 1971 census data and will require review and further analysis when the 1976 census data are available. A brief description of the region and the characteristics of the local government areas three cities and two shires is followed by discussions of the demographic factors surveyed: population growth, age structure and distribution, marital status, religion, workforce participation, birthplace of population, major occupational categories, education, housing, and household formation. The discussion of each factor is keyed to a table displaying statistical data. Trends in information needs are discussed, and brief descriptions are provided of information agencies operating in the area as well as developments in cooperation and coordination among various community groups. Attached to the report are three papers on related topics: community information data collection, organization and retrieval of this data, and the delivery of information to the community. (JD)

Boucher, Virginia
Colorado Library Network Plan. A Network for Sharing.
Colorado State Library, Denver.
Pub Date-2 Jun 77
Note-67p.
Available from-Colorado State Library, 1362 Lincoln Street, Denver, Colorado 80203 ($2.00)
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Charts, Communications, Definitions, Glossaries, Information Dissemination, Interlibrary Loans, Library Administration, *Library Cooperation, Library Materials, *Library Networks, Library Reference Services, Library Role, Maps, *Program Planning, Task Analysis
Identifiers-*Colorado

A brief history of library development in Colorado is followed by the outline of a plan which delineates four network programs: materials selection, interlibrary loan, reference/information, and communications. Though these programs are interrelated in numerous ways, they are considered here one by one. For each program, the purpose and need, the current status, and the tasks needed for development are discussed. Following each discussion is a summary chart listing objectives, tasks, and a variety of considerations for each task. The cooperative roles to be played by the different libraries and agencies in Colorado are described, as well as the administration and governance of the network. A glossary of acronyms and initialisms, a brief bibliography, and two pages of definitions are included. (Author/JD)

Our Nation's Libraries: An Inventory of Resources and Needs.

National Commission on Libraries and Information Science, Washington, D.C.
Pub Date-78
Note-18p.; Photos and colored pages will not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00595-6; $1.20)
Pub Type- Numerical/Quantitative Data (110) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Libraries, Charts, Construction Needs, Financial Needs, Instructional Materials Centers, Library Collections, Library Expenditures, *Library Facilities, *National Surveys, *Needs Assessment, Personnel Needs, Public Libraries, School Libraries

This inventory of the resources and needs of the nation's public libraries, academic libraries, and public school library media centers presents an impoverished picture: these libraries are grossly underfunded. As a result they lack the staff, materials, space, and hours of service to meet citizens' needs. To bring the libraries up to minimum levels of service will require a one-time expenditure of $12 billion for books and other materials and an increase of $6 billion a year for operating budgets (based on 1974 costs). These conclusions are supported by charts showing the deficiencies in professional staff; books, print, and microform materials; nonprint materials; and annual operating budgets. Problems associated with the number of libraries, staff, materials, space, hours of service, and expenditures are briefly discussed for each type of library. (JD)

ED 167 139 IR 006 897

Atkinson, Joan Graves, Gail Tait
Readings on Young Adult Materials and Services.
Pub Date-78
Note-16p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Censorship, Library Education, *Library Materials, Library Programs, *Library Services, Literature, Personality Development, *Public Libraries, Science Fiction, Sex Role, Sexuality, Teenagers, *Young Adults

The 108 articles and books cited in this annotated bibliography are listed under seven major topic headings: (1) training and personality of the young adult librarian, (2) adolescent psychology and sexuality, (3) sex roles, (4) literature and reading, (5) intellectual freedom and censorship, (6) science fiction, and (7) young adult services. Although most of the citations are journal articles, some handbooks and program descriptions are included. (JD)

Using the Library to Enhance Awareness of Life's Realities in Handicapped Children Residing in an Institution.

Pennsylvania State Library, Harrisburg.
Spons Agency-Elwyn Inst., Pa.
Pub Date-78
Note-20p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Aids, Bibliographies, *Educational Experiments, Educational Innovation, Elementary Education, *Handicapped Children, *Institutionalized Persons, *Learning Experience, Library Materials, *Library Services, Library Skills, Questionnaires

The project described employed library services to broaden the experiences of institutionalized handicapped children and to sharpen their awareness of the environment. The target population included 75 boys and girls, aged 6 to 12, who were in an elementary education program at the Elwyn Institute in Delaware County, Pennsylvania; all of the students were handicapped by reason of mental retardation, learning disability, visual and/or auditory impairment, or emotional disturbance. The program began with a library orientation course that taught library manners, the means of finding books, and the use of A-V equipment; a tour of a local public library was also provided. A step-by-step introduction to the library materials and equipment, constantly reinforcing what was appropriate, paid off: the students quickly came to view the library as a place of quiet enjoyment. Individually and as a group, they learned what to do, how to do it, and where to seek help if needed. Responses to a questionnaire requesting teachers' opinions of the materials and equipment purchased were positive and enthusiastic. A copy of the questionnaire is provided, as well as a bibliography of library materials for institutionalized developmentally handicapped children aged 6 to 12. (JD)

ED 167 141 IR 006 899

Guided Enrichment of Institutionalized Deliquents through Interest-Based Library Materials. George Junior Republic, Grove City, Pennsylvania.

Pennsylvania State Library, Harrisburg.
Pub Date-Jun 77
Note-17p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Delinquents, *Enrichment, Evaluation, *Institutionalized Persons, *Library Materials, Males, *Outreach Programs, Projects
Identifiers-Library Services and Construction Act

The project described was undertaken at a private residential juvenile treatment center for boys 10 to 18 years old to present programs that would motivate reading and stimulate interest in human interrelationships. Staff sensitivity sessions, selection of current interest paperback books and magazines, and construction of storage units within each of the eight cottages were followed by activities that included group discussions on topics of interest led by library staff in individual cottages, presentation of a discussion on legal rights for all residents, a daytime lecture series during the summer months, and the setting up of a central room for the display and use of current interest library materials. Program evaluation indicated that reading scores improved for participants in the program and that staff members heartily accepted the program, as did the institution's residents. (MBR)

ED 167 [illegible]42 IR 006 900

Developing a Public Library Type Service Adapted for Mentally Retarded Citizens. Final Report.

California Univ., Santa Barbara. University Library.
Spons Agency-Pennsylvania State Library, Harrisburg.
Pub Date-29 Aug 77
Note-13p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Institutionalized Persons, *Institution Libraries, Library Programs, *Library Services, *Mentally Handicapped, Objectives, *Projects
Identifiers-Library Services and Construction Act

The project described was initiated in 1974 by an institution for mentally retarded citizens to expand its library services from a poorly equipped library for school age residents to an adapted service appropriate for mentally retarded adults in a public library type setting. Project goals were directed toward improving institution life, preparing residents for possible community placements, and to provide information to public as well as institutional librarians on the provision of library services to the mentally retarded. Implementation of the project included hiring a library professional, expanding library hours, providing outreach services, refurnishing the library, and developing the collection. Evaluation of each phase of the project indicated success in meeting most of the objectives. A slide/tape presentation reviewing the project has been developed for use by any public and institutional librarians who might be interested in the creation and expansion of such services. (MBR)

ED 167 143 IR 006 901

Cheeseman, Margaret And Others

Guidelines for Libraries to Serve Special Patrons.

Pennsylvania State Library, Harrisburg.
Pub Date-Mar 77
Note-32p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Aurally Handicapped, Information Sources, Libraries, *Library Services, *Mentally Handicapped, Needs, *Physically Handicapped, *Visually Handicapped

A general discussion of handicapping conditions includes how librarians should be aware but not overwhelmed by such conditions, and how librarians can accommodate people with handicaps through adequate physical facilities and specialized attention. Suggestions for meeting the needs of special patrons include factors to be considered in dealing with the blind, the deaf, and the mentally retarded. Information sources both for aid in planning buildings or renovation, and for organizations concerned with specific impairments are listed. (MBR)

ED 167 144 IR 006 902

Benson, Gregory M., Jr.

A Survey to Determine the Extent of State Education Agency Efforts to Develop Data Bases of SEA-Funded Projects and/or Exemplary Projects and Practices.

Bibliographic Retrieval Services, Inc., Scotia, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-24p.; For related document, see ED 139 426 ; Best copy available
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Data Bases, Educational Resources, *National Surveys, Projects, *State Departments of Education, Statistical Data

An update of an April 1977 survey, this one sought to define more precisely the extent of state education agency activities in the area of educational resource data bases. The survey was mailed to all U.S. states and territories; the response rate was 66 percent. Ninety-seven percent of the respondents, an increase of 29 percent over the 1977 findings, indicated that they are currently building or are intending to build an educational resource base[illegible]rty percent are either modifying ERIC the standard data base or deve[illegible]ng systems not at all compatible with it: a slight decline from the earlier survey. The need areas'' most frequently mentioned by respondents were assistance with selection procedures, ERIC compatibility, basic how to'' information, and acquisition techniques. Based on these results, the study recommended: (1) that the National Institute of Education (NIE) recognize these resource base activities and the potential they hold for developing a national educational resource base; (2) that NIE sponsor and/or facilitate the conduct of work sessions and follow-up assistance targeted for state education agency staffs; (3) that NIE sponsor a more in-depth, probing investigation of the information informally gathered through this and the previous survey. Both survey forms and lists of respondents are appended. (JD)

ED 167 145 IR 006 903

Trujillo, Roberto G., Ed. And Others

Spanish Language Health Materials: A Selective Bibliography.

California Ethnic Services Task Force, Santa Barbara.
Pub Date-78
Note-43p.
Language-English; Spanish
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Directories, *Foreign Language Books, *Health, Information Sources, Public Libraries, Publishing Industry, *Spanish

This selected bibliography, compiled from recommendations by practicing librarians providing service to Spanish-speaking communities, includes Spanish and bilingual Spanish/English materials dealing with health. The topic is broadly defined to include any conditions which affect a person's well-being, and includes alcohol and drugs, consumer health information, diseases, human physiology, medical care, medicinal plants and herbs, mental health, nutrition, pediatrics/childcare, physical fitness, pregnancy and childbirth, sex education, and women's health. The bibliography is divided into two sections which are organized alphabetically by topic. The first part includes annotated citations of materials currently available from various distributors. The titles listed but not annotated in the second part represent those which were either not verified as in print, or those for which review copies were unavailable. A list of sources for Spanish language materials is also included. (MBR)

ED 167 146 IR 006 904

Harmatuck, Loretta

Wisconsin Dissemination Planning Project. Final Report.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-15 Mar 78
Grant-NIE-G-76-0046
Note-41p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Data Bases, Diffusion, *Educational Resources, *Information Dissemination, Information Retrieval, *Needs Assessment, Statewide Planning, *Surveys
Identifiers-ERIC

Activities of the final year are reported as they relate to the objectives of the Wisconsin Dissemination Planning (WDP) Project: (1) to develop a plan for coordination among the dissemination functions in the Department of Public Instruction (DPI) through a state-wide steering committee; (2) to complete a needs assessment for dissemination including a review of current dissemination capacity and practice in Wisconsin; (3) to identify a group of related agencies and institutions and contact them for potential cooperation in the development of comprehensive dissemination; (4) to conduct inservice training for DPI staff on current methods and techniques in dissemination with special attention to linkage functions; (5) to conduct in-depth inservice training in resource and linkage activity for up to 10 representatives (potential field agents) from intermediate units (CESAs cooperative educational service agencies) and local education agencies (LEAs) through exchange with active dissemination programs in other states; and (6) to integrate experience and information activities for the preceding objectives to develop a comprehensive dissemination plan to be implemented in FY 77 through FY 82. Appendices include products describing WDP, its services, and its current status, as well as the questionnaires and results of the information needs and services survey. The primary data system used for information retrieval is the Educational Resources Information Center (ERIC). (RAO)

ED 167 147 IR 006 905

Lawrence, Barbara

The Impact of Computers on the Retrieval and Utilization of Chemical Information.

Pub Date-12 Jun 78

Note-38p.; Paper presented at the Annual Meeting of the Special Libraries Association (Kansas City, Missouri, June 12, 1978)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Chemical Industry, *Data Bases, *Data Processing, *Information Retrieval, *Information Systems, Visual Aids

The use of computers in retrieving bibliographic chemical information is traced through the SDI, batch, and online modes, and related changes are noted in such areas as data base availability, cost, software, and amount of user control. The impact of these changes on both the quality and quantity of chemical information use is discussed, as well as the positive impact on the chemical information professional whose status has been increased by the new skills required, challenges, and technical interactions with users. Cues for the 16 slides which illustrated this presentation are provided in the text, and the visuals for the slides are attached. (Author/RAO)

ED 167 148 IR 006 906

Crawford, Lou Ellen

Confirmation and Interpretation of Student Attitudes Toward the Library at the University of Colorado, Colorado Springs.

Pub Date-77
Note-45p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Higher Education, *Library Materials, *Library Services, Research Methodology, *Student Attitudes, Student Characteristics, Tables (Data), *University Libraries, *Use Studies

The study described was designed to discern attitudes of undergraduate and graduate students toward existing library services and products to provide a basis for library program development aimed at increasing use and knowledge of services, products, and facilities. A survey questionnaire was administered during class sessions to obtain responses from 15 percent of the total student population. Questions dealt with degree of library use; factors that affect library use; use of other area libraries; knowledge of available resources and their use card catalog, periodicals, indexes and abstracts, government documents, reference books, interlibrary loan, special collections, reserve, audiovisual, and leisure reading material; the role of librarians; and taking a library-use course for credit. Data are tabulated question by question, cross tabulated with class level attained, and cross tabulated by several key variables to discover cause and effect relationships between degree of library use and use of other libraries, and knowledge of library resources, factors affecting library use, degree status, and the library's image. (Author/MBR)

ED 167 149 IR 006 910

Massachusetts Governor's Conference on Libraries and Information Services. Resolutions as of April 27, 1978.

Massachusetts State Board of Library Commissioners, Boston.
Pub Date-27 Apr 78
Note-12p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Copyrights, *Government Publications, *Government Role, Information Networks, Information Science, *Libraries, *Library Administration, Library Collections, Library Facilities, *Library Role, *Library Services, Private Agencies
Identifiers-Library Users

Recommendations and resolutions passed by the conference delegates are presented for each issue discussed in seven topic areas: (1) the real roles of the library; (2) present and future technologies; (3) responsibilities of the private sector, and the federal, regional and local governments; (4) library cooperation and networks; (5) library resources buildings and collections; (6) copyright, and (7) the relationship among users, libraries, and the private sector. Also included are the resolutions submitted from the floor and from the grassroots workshop. (JVP)

ED 167 150 IR 006 914

de Grolier, Eric

Development of the National Documentation Centre. Hashemite Kingdom of Jordan.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-77

Note-72p.; Parts may be marginally legible; Best copy available

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Developing Nations, *Documentation, *Information Networks, Information Systems, *Library Cooperation, Library Services, *National Programs, *Program Development

Identifiers-*National Information System

The development of a National Documentation Centre in the Hashemite kingdom of Jordan's East Bank is described in five major sections including basic data (geographical background, historical background, population, natural resources, services, finance, research and development, and planning); the information situation (user studies, media, data banks, and libraries); recommendations; unsettled problems; and conclusions. A list of institutions and/or persons visited is appended. (JVP)

ED 167 151 IR 006 917

A Core Collection of Print Material for Libraries Serving the Spanish-Speaking of the Southwest.

REFORMA, Tucson, Ariz.

Pub Date-78

Note-87p.

Available from-Arizona Chapter of REFORMA, 1515 E. First St., Tucson, Arizona 85719 ($3.00)

Language-English; Spanish

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bilingual Teachers, *Library Collections, *Library Services, *Public Libraries, *Spanish Speaking

This booklist prepared by the Arizona chapter of REFORMA, an organization established to promote better library services and programs for the Spanish speaking population of the southwest, presents a representative sample of printed materials dealing with literature and language, traditions and customs, history and heritage, the arts, and applied sciences as they relate to Hispanic people. In order to reach a heterogeneous Chicano population, both English and Spanish materials are included. Titles are reviewed by the contributors and listed in four categories general reference, subject areas, juvenile literature, and periodicals. A list of publishers and distributors is provided. (JVP)

ED 167 152 IR 006 921

Marshall, Jon C. And Others
MEDIA: Project Description and Impact. First Year, 1974-1975.
Evaluative Research Associates, Inc., St. Louis Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 75
Grant-OEG-0-74-8791
Note-84p.; For related document, see IR 006 922; A few pages may not reproduce clearly due to small print in original
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum, *Demonstration Projects, *Educational Programs, *Information Dissemination, Inservice Programs, Organizational Development, Program Development, Program Planning, School Districts, *Validated Programs
Identifiers-*Illinois, *National Diffusion Network

In its first year of funding, Project MEDIA (Meaningful Educational Directions Through Innovative Approaches) offered school districts in Illinois information concerning the latest emerging developments in the field of education, specialized assistance in developing and implementing new approaches and techniques, and a centralized resource for information and guidance regarding innovative activities and operations of the State-Wide Facilitator Project, a component of the National Diffusion Network, covers the historical perspective, the diffusion process, information dissemination, adoptions process and product, administration budgets and records, organizational development and processes, and project evaluation. A summary of the evaluation and a list of local education agencies together with exemplary projects they have adopted are included. (RAO)

ED 167 153 IR 006 922

Marshall, Jon C. And Others
MEDIA: Project Description and Impact. Second Year, 1975-1976.
Evaluative Research Associates, Inc., St. Louis Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 76
Grant-OEG-0-74-8791
Note-51p.; For related document, see IR 006 921 ; Not available in hard copy due to marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum, *Demonstration Projects, *Educational Programs, Inservice Programs, Organizational Development, Program Development, Program Planning, School Districts, *Validated Programs
Identifiers-Illinois, *National Diffusion Network

This report of the activities of Project MEDIA, the Illinois State-Wide Facilitator for the National Diffusion Network, includes a description of the diffusion and facilitation process in the state, the numbers and types of requests for information and assistance from the project, the impact of Project MEDIA on local education agencies (LEAs) in the state, the cost-effectiveness of diffusion in Illinois, and lists of LEA's adopting Developer/Demonstrator (D/D) projects and the programs adopted. A case study of the adoption of three D/D projects by the Rockford School District provides examples of the facilitation and adoption processes, and illustrates three different ways in which a State-Wide Facilitator can be of service to a district. (RAO)

ED 167 154 IR 006 924

Autrey, Pam

Publicly-Available Numeric Data Base Systems Useful in Social Planning and Policy-Making: A General Discussion and a Case Study.

Pub Date-May 78

Note-30p.; Paper prepared for a Library Science Course at the University of Texas at Austin, Graduate School of Library Science

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Data Bases, *Demography, *Economic Research, *Information Processing, Social Indicators, *Social Planning, *Social Science Research, Sociocultural Patterns

In an effort to try to better understand the emerging needs of modern society and to derive more meaningful solutions to address these needs, social planners have begun to depend more and more heavily on the accumulation and analysis of social data, and social data base systems have experienced a tremendous growth in this country during the last two decades. The data generated from these systems have been used not only in social needs assessment and planning efforts, but also for purposes of evaluation, advocacy, and public relations. This paper focuses on computer readable data base systems available for remote access, which contain social, demographic or economic numeric, or numeric textual data together. Only on-going, non-archival systems in the United States are covered. The Family and Child Statistics information system, which was developed through the Texas Department of Community Affairs, Early Childhood Development Division, is described as an example of a social numeric data base. (Author/RAO)

Patrick, R. L.
Computers and Information Flow.
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-2791-4
Pub Date-Feb 78
Note-28p.
Available from-The Rand Corporation, Santa Monica, California 90406 ($1.50)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Computer Oriented Programs, *Computers, *Definitions, *Electronic Data Processing, *Vocabulary

This paper is designed to fill the need for an easily understood introduction to the computing and data processing field for the layman who has, or can expect to have, some contact with it. Information provided includes the unique terminology and jargon of the field, the various types of computers and the scope of computational capabilities, and some rules of thumb which can be applied in determining whether a need for such a capability exists or not. (RAO)

Wood, Richard J.

A Computer-Assisted Instruction Program on How To Use a Library Card Catalog: Description, Program, and Evaluation.

Pub Date-75

Note-23p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Libraries, *Book Catalogs, *Computer Assisted Instruction, Computer Programs, *Library Instruction, Library Reference Services, *Library Skills

Identifiers-*Computer Software, Pennsylvania

The computer program described is written in BASIC and, although it was developed for use at Slippery Rock State College, it could be adapted easily for other libraries using Library of Congress

classification and cataloging rules. The program uses simple sequences of instructions and explanations followed by questions. Branching is employed to advance students who answer correctly to the next unit of instruction, or to send those who respond incorrectly to remedial questions. While remedial instruction has to be kept at a minimum because of the memory limitations imposed by the college's IBM 370-135 computing system, a special feature does allow students to repeat missed material. Software limitations also prevented automatic graphic presentation of instructional materials, and a manual was developed to accompany the program. Despite its limitations, the program has been highly rated by librarians, library science majors, and undergraduate students at the college and from other institutions. The basic units include a general introduction, drawer arrangement, guide cards, types of catalog cards, catalog card format, information found on a catalog card, filing rules, and subject headings. Sample pages from the program guide, the evaluation questionnaire, and an analysis of evaluation data are attached. (BBM)

ED 167 157 IR 006 928

Blue, Richard I. Divilbiss, James L.
Optimizing Selection of Library School Students.
Pub Date-77
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Ability Identification, *Admission Criteria, *Graduate Students, *Library Education, *Library Research, Library Science, *Predictive Ability (Testing)

This study assesses the effectiveness of admission requirements such as grade point average, GRE test score, personal references, work experience, and personal goals statements in predicting student performance in specific library science classes and throughout a library school Master's program. It is suggested that the factors which predict performance best are different for different classes, but previous grade point average and the GRE quantitative test score predict overall student performance better than any other tested variables. (Author)

ED 167 158 IR 006 929

Baeckler, Virginia Van Wynen
PR for Pennies: Low-Cost Library Public Relations.
SOURCES, Hopewell, N.J.
Pub Date-78
Note-8[illegible]p.; May be marginally legible due to small print
Available from-SOURCES, 26 Hart Avenue, Hopewell, New Jersey 08525 ($4.00 per copy; $3.20 when ordered in quantity)
Pub Type- Books (010) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Costs, *Production Techniques, Program Budgeting, Program Guides, *Program Proposals, *Public Libraries, *Public Relations

This manual is designed to demystify a number of public relations techniques for those who wish to start producing their own materials with a minimum of time and money. Chapters focus on public relations; the library stereotype; words, ideas, and pictures; offset printing; creative print distribution; exhibits and posters; public speaking; and the message. Appendices include a checklist of reminders, pasteup and presstype supply sources, suggestions for scrounged materials, the Visualmaker, and a list of ideas. (JVP)

College Learning Resources Programs: A Book of Readings.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date-77
Note-83p.; Marginally legible due to small print
Available from-Publications Department, Association for Educational Communications and Technology, 1126 16th St., N.W., Washington, D.C. 20036
Pub Type- Collected Works - General (020) - Guides - General (050)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adoption (Ideas), Budgeting, Diffusion, *Educational Programs, *Educational Resources, Equipment Standards, Equipment Utilization, Higher Education, Instructional Improvement, *Instructional Materials Centers, Instructional Media, Space Utilization, Telecommunication

These eight papers on guidelines and standards for learning resources programs at the college and university level address such topics as technological communications services, instructional development, diffusion/adoption, production, telecommunication, utilization, facilities, and budgeting for learning resources programs. Many charts supplement the discussions. Among the more technical information provided by the document are a listing of major equipment needed to meet estimated minimum needs for mechanical preparation and creative production activities and a detailed table of space allocation for a library communications center. (JD)

ED 167 160 IR 006 932

Biggs, Mary G. And Others
Headpower! 3rd Edition.
Pub Date-77
Note-78p.; May be marginally legible due to small print
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Academic Libraries, Atlases, Dictionaries, Directories, Divided Catalogs, Encyclopedias, Indexes (Locaters), *Library Guides, *Library Instruction, Reference Books, Reference Materials, Undergraduate Students

This is a library handbook used by freshman composition students at the University of Evansville (Indiana) as a required text. Though the first seven pages present information relevant only to Clifford Library e.g., operating hours, floor plan, and circulation policy the remainder provides more general bibliographical/instructional information. Various kinds of reference resources and their uses are described and their call numbers are provided. Included in these descriptions are general works dictionaries, almanacs, atlases, directories, and encyclopedias; indexes periodical indexes, newspaper indexes, and indexes to literary works, speeches, and art reproductions; and other sources book review, statistical, biographical, and indexing/abstracting sources. Both a title and a subject index are provided with the document. (JD)

ED 167 161 IR 006 933

Holley, Edward G.

The Public Library and the Community College: What Does Cooperation Mean?

Pub Date-Jun 78

Note-16p.; Paper presented at the Annual Conference of the American Library Association (Chicago, Illinois, June 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Community Colleges, Cooperative Planning, *Interinstitutional Cooperation, Objectives, Problems, *Public Libraries, Relationship

Community colleges and public libraries have much in common, can both learn from each other, and have a great deal to share with each other as they carry out their respective roles: both profess to have total community-wide service as their goal/objective; both draw upon the same population and tax base; and the general public often makes use of the same kinds of materials that are found in both places. These commonalities obviously create problems of duplication and competition, and thus, logically, provide a reason for cooperation between them. Obstacles are presented, however, by the prejudices of each side: librarians favor specific types of libraries for specific types of institutions and/or citizens, and community colleges argue that regional accreditation agencies require a separate facility and access to resources and services on the scene. Although there are already some cases that contradict these assumptions, it is suggested that social institutions cooperate only when they are poor or when their self-interest is vitally involved. Even if they can get their acts together concerning missions and roles, cooperation will entail an examination of the prospective fiscal resources to do the job, either separately or together; community planning; and cooperative goals. No one should underestimate the difficulty of overcoming local and institutional jealousies. (JD)

ED 167 162 IR 006 935

Northern Network Committee Interlibrary Loan Survey Report.

California State Univ. and Colleges, Los Angeles. Northern Library Regional Cooperation Board.
Pub Date-Nov 78
Note-68p.; Appendix D missing ; Parts may not reproduce clearly; Best copy available
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Academic Libraries, Delivery Systems, *Interlibrary Loans, *Library Networks, Questionnaires, Records (Forms), Tables (Data)

All libraries of the 19 campuses in the California State University system were surveyed about their interlibrary loan operations. Information concerning the turnaround time was sought in three specific areas: (1) from date of patron request to date of patron receipt; (2) from date of library request to date of patron notification; and (3) from date sent from lending library to date of receipt in borrowing library. These figures enabled the researchers to determine and compare the turnaround time for United Parcel Service and the U.S. mail. Significant findings include a total turnaround time of 5.1 days (1.0 days for borrowing library's routines, 1.8 days for lending library's routines, and 2.3 days for UPS or mail delivery); fundamental peculiarities with the UPS delivery system, through UPS and the U.S. mail were very close in terms of delivery time; 10 percent of the cancellations of transactions were due to non-ownership and 5 percent were due to missing material; and 11 percent of the status reports took longer than five days. Recommendations related to these findings are provided, as well as appendices that include the forms and instructions used in the survey, data on the turnaround time for each campus, and a tabulation of responses to the questionnaire that describe the ILL operation in the individual institutions. (JD)

ED 167 163 IR 006 936

Goss, Theresa Carter
Model Library Services for the Hearing-Handicapped.
Pub Date-78
Note-71p.; Paper presented in partial fulfillment of Ed.D degree, Nova University ; Parts may not reproduce clearly; Best copy available
Pub Type- Dissertations/Thesis (040)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Aurally Handicapped, *Community Colleges, Deaf Education, Deaf Research, *Handicapped Students, Higher Education, *Junior College Libraries, *Library Programs, Library Services

This study of 39 deaf students at St. Petersburg Junior College indicated that a considerable number of students with hearing impairments seek higher education in regular community colleges, and that many of them not only graduate from such institutions but attain professional status in the occupational world commensurate with their educational achievements. It is assumed that providing some special library services in community colleges would enhance the chances of deaf students achieving success in higher education. Special counseling early in high school to students with demonstrated academic ability, special counseling and special library services in community colleges, and greater attention to the educational needs of students with total and moderate hearing impairment, are identified as three factors which influence success. It is recommended that (1) the program be revised and put into a diffent format as videocassette tape within the next two years, (2) librarians broaden their resource knowledge through inservice programs, and (3) guidelines be established for developing additional special programs for hearing handicapped students. (Author/JEG)

ED 167 164 IR 006 937

Bibliographies from the Center for Multicultural Awareness: An Annotated Bibliography of Children's Folklore from Five U.S. Minority Cultures and A Preliminary Bibliography on Primary Prevention of Drug Abuse for Minority Groups.

Development Associates, Inc., Arlington, Va.
Spons Agency-Center for Multicultural Awareness, Arlington, Va.
Pub Date-78
Note-15p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indian Culture, Black Culture, Childrens Books, *Drug Abuse, *Folklore Books, Legends, Mexican Americans, *Minority Groups, Mythology, *Prevention, Puerto Rican Culture
Identifiers-Asian Pacific Islander Culture

Five minority cultures in the United States (Black, Asian/Pacific Islander, Mexican American, Native American, and Puerto Rican) have been targeted for special Federal drug abuse prevention programs and resources served by the Center for Multicultural Awareness. The folktales listed in the first bibliography represent a cross-section of the best of the recorded retellings of traditional folk stories, myths, and legends from each of these five cultures. Most of the books on the list are beautifully illustrated. Also included in this annotated listing are bibliographies of folktales from the different cultures and the names and addresses of distributors if they are not the publisher. The second bibliography is an alphabetical listing of 69 documents related to the primary prevention of drug abuse for minority groups. (Author/JD)

ED 167 165 IR 006 938

Thomas, James L., Ed.

College and University Library Services for the Handicapped Student in Texas.

North Texas State Univ., Denton. School of Library and Information Sciences.

Spons Agency-North Texas State Univ., Denton.; Texas Library Association.

Pub Date-78

Note-49p.

Pub Type- Reports - Research (143) - Reference Materials - Directories/Catalogs (132)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Libraries, *Handicapped Students, Library Equipment, *Library Facilities, *Library Services, Questionnaires

Identifiers-*Texas

The document is the compilation of results from a questionnaire that was sent to all college and university library directors in Texas requesting information about services, equipment, and accessibility to their library facilities for handicapped students contemplating entering an undergraduate program or continuing at the graduate level at these institutions. The responses to the survey are listed alphabetically by institution and include the institutions's address and telephone number, the name of a contact person, and brief descriptions of the library's special services, special equipment, and accessibility. The questionnaire used to solicit the data is also provided. (JD)

ED 167 166 IR 006 941

Moncrief, Michael H.

Use of Information Systems to Acknowledge Instructional Accomplishments of Schools.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SWRL-PP-38
Pub Date-27 Jul 77
Contract-NEC-0-00-3-0064
Note-22p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Educational Accountability, Educational Administration, *Educational Assessment, Educational Development, Educational Research, *Instructional Programs, *Management Information Systems, Public Relations, Reports, Standardized Tests, *Student Evaluation

This paper describes the components of an Instructional Accomplishment Information (IAI) system, discusses general procedures for using the information reports to communicate instructional accomplishments to appropriate audiences, compares IAI information and standardized tests in a public relations context, and notes the role of educational research and development in developing IAI systems. Although typically viewed as mechanisms for diagnosing deficiencies, instructional management'' information systems can help educators identify and document what students learn as a result of instruction. To obtain an IAI system, schools can develop their own, convert a commercially available instructional management system, or use already developed systems. IAI reports provide timely information about the progress of instruction in schools and classes to participants, funding agencies, policymakers, the local community, and other education agencies. The IAI user interprets and presents this information to audiences through formal oral presentations, meetings among participants, written reports, or informal presentations. Unlike traditional public relations activities, IAI provides qualitative and quantitative performance and pacing data that indicate how well pupils are attaining the outcome proficiencies; such systems are more appropriate than standardized tests for reporting and crediting the results of instruction. The educational research and development community has the greatest opportunity to develop complete IAI systems. (CWM)

ED 167 167 IR 006 944

COSMOS (County of San Mateo Online System). A Searcher's Manual.
San Mateo County Superintendent of Schools, Redwood City, Calif.
Educational Resources Center.
Pub Date-Jul 78
Note-52p.; Not available in had copy due to marginal legibility; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Data Bases, *On Line Systems, *Search Strategies
Identifiers-*COSMOS, ERIC, SMERC

Operating procedures are explained for COSMOS (County of San Mateo Online System), a computerized information retrieval system designed for the San Mateo Educational Resources Center (SMERC), which provides interactive access to both ERIC and a local file of fugitive documents. COSMOS hardware and modem compatibility requirements are reviewed, subscription rates are given, and procedures for computer searching in this system are detailed, including all necessary commands and system capabilities. (RAO)

ED 167 168 IR 006 946

Tenopir, Carol Cibbarelli, Pamela

A Retrieval System for Engineering Drawings.

Pub Date-78

Note-11p.; Paper presented at the Annual Meeting of the Special Libraries Association (Kansas City, Missouri, June 1978)

Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Architectural Drafting, Building Plans, Cartography, *Cataloging, *Classification, *Engineering Drawing, *Information Retrieval, Information Storage, *Maps, Thesauri, Visual Aids

The design and implementation of a complete, computerized retrieval system for the engineering and architectural drawings and maps of several large land development firms are discussed. Such collections present unique problems to the cataloger. Each collection is limited in geographic scope to the land owned or developed by the firm; types of maps or drawings vary greatly; and each collection has its own specialized vocabulary and identifiers. Generalized cataloging systems or established subject headings are virtually useless in such highly localized and specialized collections. The problems encountered and the process followed in developing a specialized cataloging system and format, a customized thesaurus, computer software, and managerial procedures for the first system is detailed. The adaptability of this system to other engineering and architectural drawing collections is also discussed. (Author)

ED 167 169 IR 006 955

Mahmoodi, Suzanne And Others
Educational Needs Assessment: Group Interview Technique.
Pub Date-78
Note-24p.; Not available in hard copy due to marginal legibility; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Data Sheets, *Educational Needs, *Inquiry Training, *Needs Assessment, *Questioning Techniques, Questionnaires, Responsibility, Self Evaluation
Identifiers-*Group Interview Technique

Designed to assist those training interviewers in the group interview technique for assessment of educational needs, this manual contains a review of the technique, responsibilities of the interviewers, interview preparation, and a self-evaluation guide, as well as the interview questions with procedural suggestions. As a substitute for observing a needs assessment interview, the authors have prepared for a videotape of an interview; a note on how to arrange for its use is included. For a description of the development and field test results of this technique, see "Assessing Education Needs of Minnesota Library Personnel: A Proposed Technique" in the Summer 1976 issue of "Minnesota Libraries." (Author/JD)

ED 167 170 IR 007 003

Erickson, Randall D., Comp.

Intercultural Communication: A Bibliography of ERIC Documents.

Pub Date-Jul 78
Note-116p.; Not available in hard copy due to print quality
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), *Communication Problems, *Cross Cultural Studies, Cultural Context, Cultural Differences, Cultural Education, Cultural Exchange, Cultural Factors, *Cultural Interrelationships, Culture, Culture Lag, Intercommunication, Intercultural Programs
Identifiers-*Intercultural Communication

This bibliography consists of documents in the ERIC system which deal, in total or in part, with the topics of intercultural communication, which is defined as the communication of two people or a group of people across cultural barriers either within one nation or between members of two nations. Documents included address theoretical or practical aspects. It is not meant to be a comprehensive listing of all ERIC documents on the subject, but an attempt was made to include all documents which address the subject in a substantial manner. The search which produced this document was done on Orbit IV during the months of June and July 1978. (Author/JEG)

ED 167 171 IR 007 005

Chartrand, Robert L.
The Legislator as User of Information Technology.
Library of Congress, Washington, D.C. Congressional Research Service.
Pub Date-9 Oct 77
Note-37p.; Parts marginally legible due to small print
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Data Bases, Decision Making, Federal Government, *Information Needs, *Information Services, Information Sources, *Information Systems, *Legislators, *On Line Systems, Relevance (Information Retrieval), State Government

The multiple role of the government legislator necessitates the constant evaluation of relevant and diverse information for effective decision-making, and requests for direct access of information have resulted in the use of video screen terminals and online computer services. Computerized bibliographic files augment traditional information support by executive branch subject specialists and libraries. Congressional support of the coordinated development of technology-supported information systems has resulted in legislative branch information resources covering many aspects of governmental decision-making. State legislators have information needs similar to those of Congress; they could also benefit from an increased use of computer technologies. Advantages and disadvantages of applying computer technology to identifiable legislative activities must be considered when developing new information services. However, the effectiveness and responsiveness of any such information system will depend basically upon the managerial competence and political astuteness of those who establish the policy and procedures governing its operation. (CWM)

ED 167 172 IR 007 009

Cotton, Ira W., Ed.

Computer Science & Technology: Local Area Networking.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.-NBS-SP-500-31

Pub Date-Apr 78

Note-82p.; Report of a Workshop (Gaithersburg, Maryland, August 22-23, 1977) ; Parts may not reproduce clearly due to print quality

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Stock No. SN003-003-01918-6; $2.40)

Pub Type - Reports - Research (143)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Electronic Data Processing, Information Processing, *Networks, *Telecommunication, Time Sharing

Identifiers-*Computer Networks, Protocols

The different technologies applicable to computer networks serving limited geographic areas, e.g., a single campus, factory, or office complex, are discussed in a number of short presentations made by active researchers and implementers in this field. Intensive discussion by participants in working sessions is reported for six topics: subnet architecture, protocols for local area networks, local network applications, network architecture, network operating systems, and analysis and performance evaluation. A list of attendees and a bibliography on local area computer networks is included. (Author/RAO)

ED 167 173 IR 007 018

Ducker, W. Marc

Non-Print Media Storage, Retrieval and Display Systems for Libraries and Education.

Pub Date-77

Note-55p.

Pub Type- Journal Articles (080)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Libraries, *Audiovisual Aids, Broadcast Television, Computer Science, *Educational Development, Educational Television, *Information Systems, Library Services, *Media Technology, Microforms, Public Libraries, Radio Technology

This paper presents a summary of the current state of the art in nonprint information systems, as well as an overview of potential developments with emphasis on educational applications. While most libraries and educational institutions today have become somewhat nonprint oriented, there are wide differences in utilization among institutions. Examination of simple delivery systems, such as traditional library loan and radio and television broadcasting, indicate the potential to become more user-responsive. Specialized delivery systems (communications media) play as much of a role in shaping complex information systems as their storage, retrieval, and control devices. It is only with the advent and spread of narrowcasting wired systems, and computer and satellite data transmission that some of the more complex information systems have become viable. Present nonprint information storage and retrieval systems, including microform and nonprint libraries and data banks, have various applications calling for different combinations of systems. Anticipated technological advancements for these systems indicate a broad potential for educational applications. A timetable of predictions for future development is included. Author/CWM)

ED 167 174 IR 007 028

Micciche, Pauline F.
Staff Training for On-Line Processing Systems.
Pub Date-May 78
Note-30p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Houston, Texas, May 21-24, 1978)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Inservice Programs, Instructional Aids, Library Automation, *Library Planning, *Library Technical Processes, *On Line Systems, Program Evaluation, *Staff Improvement, Teaching Methods, Training Objectives, *Training Techniques

Library staff training methods and training manual construction should be part of the overall implementation plan for an online processing system. An effective training program to introduce staff to the new system and increase confidence in it would aid in efficient implementation. A manual consisting of a detailed outline of the training plan and copies of all materials to be used should be developed prior to training sessions. Goals should be clear in terms of a minimal level of achievement given appropriate conditions. Experience and job level of the staff being trained should determine the structure of the training program, and materials should be presented in a sequence meaningful to the staff; different presentation methods and appropriate teaching aids should be used to match the learning patterns of as many staff as possible. Training would be evaluated both after a settling-in period, by participants and instructor questionnaires and by trainee quizzes and tests, in terms of its success in meeting stated goals. Follow-up sessions would be used to help eliminate misunderstandings and reinforce previous training. (CWM)

Advisory List of Instructional Media for Biography.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.
Pub Date-78
Note-24p.; For related document, see ED 149 742
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Biographies, Educational Resources, Elementary Secondary Education, Instructional Media, *Library Collections

Books classified as biography in the school media collection for grade levels primary through senior high school are included in this advisory list. Selections were made from books which publishers submitted for evaluation; only those which were favorably reviewed by educators are listed. An unannotated list of books receiving favorable notices in the indicated reviewing sources is attached. Each entry level includes citation, price if available, grade level, and annotation. For additional materials, see the 1977 Advisory List. (Author/JEG)

ED 167 176 IR 007 038

Advisory List of Instructional Media for Cultural Arts.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-11p.; For related document, see ED 149 743

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cultural Education, *Educational Resources, Elementary Secondary Education, Films, Filmstrips, Fine Arts, Instructional Aids, *Instructional Media, *Library Collections, Slides

Instructional media appropriate for school cultural arts programs are listed in this advisory list by type of media: books, films, filmstrips, recordings, or slide sets. Entries in the list were selected from those materials submitted by publishers which received favorable reviews by educators. Materials range from primary to senior high school grades. Each entry includes citation, price if available, grade level, and annotation. For additional materials, see the 1977 Advisory List. (Author/JEG)

Advisory List of Instructional Media: Dictionaries of the English Language.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78
Note-24p.
Pub Type- Reference Materials - Bibliographies (131) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Students, *Dictionaries, Elementary Secondary Education, Instructional Media, *Library Collections, *Reference Books

This bibliography describes dictionaries of the English language appropriate for grades K-12, as well as for college and college-bound students and unabridged dictionaries for reference use. Entries were selected from those materials submitted by publishers which received favorable reviews by educators. Information on each includes citation, price if available, grade level, and annotation. All of the dictionaries listed are displayed on tables of dictionary specifications based on information found in Kenneth Kister's ``Dictionary Buying Guide.'' A second table including major distributors and their products is also included. (Author/JEG)

Advisory List of Instructional Media: Fairy Tales and Folklore.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.
Pub Date-78
Note-9p.; For related document, see ED 149 745
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Folklore Books, Instructional Media, *Library Collections

Books classified as fairy tales and folklore in the school media collection are reviewed in this advisory list. Entries were selected from those books submitted by publishers which were favorably reviewed by educators. An unannotated list of books receiving favorable notices in the indicated reviewing sources is attached. Books range from primary to senior high school grade levels and entries include citation, price if available, grade level, and annotation. For additional materials, see the 1977 Advisory List. (Author/JEG)

ED 167 179 IR 007 041

Advisory List of Instructional Media for Languages.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-42p.; For related document, see ED 149 750

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Activity Units, Elementary Secondary Education, Filmstrips, *Instructional Media, *Language Arts, *Library Collections, Slides, Tape Recordings

This advisory list contains instructional media appropriate to the language program in schools for primary through senior high school grade levels. Entries selected from those materials submitted by publishers which received favorable reviews by educators, are arranged by type; books; films; filmstrips, slides, slide sets, or recordings. An unannotated list of books favorably reviewed in the indicated sources is attached. Entries include citation, price if available, grade level, and annotation. For additional materials, see the 1977 Advisory List. (Author/JEG)

ED 167 180 IR 007 042

Advisory List of Instructional Media for Science.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-31p.; For related document, see ED 149 757

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Elementary Secondary Education, Films, Filmstrips, *Instructional Media, *Library Collections, *Science Education, Science Programs, Slides, Videotape Recordings

This advisory list describes instructional media appropriate to school science programs for primary through senior high school grade levels. Entries included on the list were selected from those materials submitted by publishers which received favorable reviews by educators. Materials are arranged by type of media, books, films, filmstrips, kits, pictures, slides, slide sets, study prints, and videotape recordings. An unannotated list of books favorably reviewed in the indicated sources is attached. Entries include citation, price if available, grade level, and annotation. For additional materials, see the 1977 Advisory List. (Author/JEG)

ED 167 181 IR 007 043

Advisory List of Instructional Media for Social Studies.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-64p.; For related document, see ED 149 758

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Elementary Grades, Films, Filmstrips, *Instructional Media, *Library Collections, Primary Grades, Secondary Grades, Slides, *Social Studies, Tape Recordings

Instructional media appropriate to school social studies programs are listed by type of media: books, films, filmstrips, filmstrip sets, pictures, cassette tapes, slide sets, and workbooks. Entries were selected from those materials submitted by publishers which received favorable reviews by educators, and range from primary to senior high school grade levels. Unannotated lists of material favorably reviewed in the indicated sources are attached. Entries include citation, price if available, grade level, and annotation. For additional materials, see the 1977 Advisory List. (Author/JEG)

ED 167 182 IR 007 074

A Plan for Application of Telecommunications Satellites in Postsecondary Education.

Cincinnati Univ., Ohio. Coll. of Community Services.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Mar 78
Contract-400-77-0105
Note-58p.; Figure 3 PERFNET and Appendix C not included due to illegibility; For related documents, see IR 007 073-075
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Communication Satellites, *External Degree Programs, Government Role, *Health Personnel, Higher Education, Minority Groups, Networks, *Professional Continuing Education, *Program Planning, Telecommunication

The proposed system for implementing new uses of telecommunication satellite technology is user-driven, addressing the needs of employed health personnel who would not otherwise have access to university resources, especially women, members of minority and disadvantaged groups, handicapped persons, and persons in rural areas. The plan, which builds upon the interactive capacity of the technology and its cost insensitivity to distance, is based upon a low-cost interactive audio and slow-scan video system utilizing ATS-1 or ATS-3, and designed to provide a transitional stage to meet current needs of user groups while preparing for crossover to utilization of a commercial satellite. Implementation would include establishment of an initial prototype network; expansion of the network to 13 ground stations located primarily in community health centers in several states; and possible cooperation and interface with the networks operated by the Appalachian Regional Commission and Department of Interior in the Pacific Trust territories to serve students in those areas. Initial programs include the University of Cincinnati external M.S. Program in Community Health Planning/Administration and a series of workshops and courses for health personnel. Appendices include supporting letters, status report of NASA experimental satellites, proposed receiving sites, and personnel vitae. (Author/CMV)

ED 167 183 IR 007 099

Versteegh-Limberg, Joyce E. A.

Computers and Curricula in the New Jersey Secondary Public Schools.

Pub Date-22 Dec 78

Note-59p.; M.ed. Trenton State College

Pub Type- Dissertations/Thesis (040)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Science Education, Education Majors, Higher Education, *Mathematics Education, Programing Languages, Questionnaires, *School Surveys, *Secondary Education, Secondary Schools, State Surveys, Teacher Education

This 1978 survey of 408 New Jersey secondary public schools found that 242 of them use a computer for instructional purposes. Primarily the computer is used in teaching students to write programs and as a computational aid to problem solving, with mathematics departments making the greatest use of these applications. The survey results justify the practice of those colleges already offering computer science courses for undergraduate and graduate mathematics education majors. It is recommended that mathematics education curricula and inservice programs be modified to include other computer related courses in addition to computer science courses. A bibliography and copies of the questionnaires used together with cover letters and instructions are included. (Author/JEG)

ED 167 184 IR 007 104

Andrews, Gordon C., Ed. Knapper, Christopher K., Ed.
Computerized Multi-Media Instructional Television. COMIT. Proceedings of a Symposium.
Waterloo Univ. (Ontario).
Pub Date-6 Apr 78
Note-119p.; Proceedings of a Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For related documents see IR 007 186-193 and IR 007 285
Pub Type - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Audiovisual Aids, *Computer Assisted Instruction, *Educational Strategies, Educational Television, Formative Evaluation, *Higher Education, Individualized Instruction, *Instructional Aids, *Instructional Design, Learning Modules, Program Evaluation
Identifiers-*Computerized Multimedia Instructional Television

A joint research project in educational techniques, which was conducted by the University of Waterloo and the IBM Corporation, explored the use of color television with random-access videotape under computer control. At the end of the three-year project, papers were solicited from all COMIT (Computerized Multi-Media Instructional Television) participants, and 12 of the 15 professors who had authored courses submitted papers. A representative sample of seven papers was presented at a one-day COMIT Symposium, some accompanied by videotaped demonstrations that illustrated the teaching techniques used. In order to provide as complete a record of the project as possible, all 12 of the papers from participants are included in this volume (grouped, where possible, by subject), as well as comments by the project director and the coordinator from IBM and a summary of the pedagogical lessons learned from COMIT. Courses described include environmental engineering, survey design, advanced calculus, organic synthesis, biology, human movement, ice hockey practice, football, leisure experience, history of art, and English. The appendix contains the schedule for the COMIT Symposium with the names of the speakers. (Author/JEG)

ED 167 185 IR 007 107

Simonson, Michael

Measuring Attitudes and Instructional Development: Why and How.

Pub Date-8 Mar 79
Note-23p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 8, 1979) ; Parts marginally legible due to print quality
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Attitude Tests, Educational Attitudes, *Learning Processes, Measurement Goals, *Measurement Techniques, *Research Criteria, Research Methodology, Research Tools, *Student Attitudes, Test Reliability, Test Validity
Identifiers-Instructional Development

Attitudes and attitude measurement are critical components of teaching and learning and the instructional developer should collect as much relevant data about that process as possible. It is important for instructional developers to study the attitudes of learners in order to demonstrate attitude/achievement relationships, promote attitudinal position, reduce attitudinal influence, and to assess the impact of specific instruction. Attitude measurement should be valid, reliable, replicable, and fairly simple to administer, explain, and understand. Categories for collecting attitude information include self-reports, reports of others, sociometric procedures, and records. To insure effective attitude measurement, one must identify the construct to be measured and find an instrument that will measure the relevant construct. If no existing measure is available, the instructional developer will need to construct his/her own test, recognizing the critical importance of reliability and validity of information. A pilot study should be conducted in order to revise tests for actual use. When testing is completed, resulting data must be summarized, analyzed, and displayed for the consumer. A bibliography and examples of the measurement process are included. (CMM)

ED 167 186 IR 007 108

Miller, William G.

Microprocessors as an Adjunct to Statistics Instruction.

Pub Date-78
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, April 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Instruction, Computer Assisted Instruction, *Computer Programs, Construction Costs, *Cost Effectiveness, Educational Facilities, Graduate Students, Instructional Aids, Nonparametric Statistics, Programed Instruction, *Statistics, Teaching Machines, *Teaching Methods

Examinations of costs and acquisition of facilities indicate that an Altair 8800A microcomputer with a program library of parametric, non-parametric, mathematical, and teaching programs can be used effectively for teaching college-level statistics. Statistical packages presently in use require extensive computing knowledge beyond the students' and instructors' desired needs. Simplified access is available through use of microprocessor systems. Costs of different microprocessor systems vary with performance, operational specifications, and quality. Cost comparisons are also difficult to make between microprocessor systems and mini-, macro-, and mega-systems, as well as large systems. Consideration must be given to software, acquisition, tangible and intangible benefits to users, and various other criteria. Some statistical instruction programs, used primarily to generate sample problems for homework or tests and to analyze data found in textbooks or illustrate statistical relationships, demonstrate the possibilities. To fully capitalize on the microcomputer revolution, microcomputer manufacturers must assume greater responsibility for equipment, maintenance, service, and standards for programming languages. Institutions must rethink resources and planning, and the impact of microprocessor use on students. (CWM)

ED 167 187 IR 007 186

Kendrick, Bryce

An Application of Computerized Instructional Television in Biology.

Pub Date-6 Apr 78

Note-7p.; Paper presented at the Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Audiovisual Aids, *Biology Instruction, *Computer Assisted Instruction, Educational Strategies, Educational Television, *Higher Education, Individualized Instruction, Instructional Design, *Learning Modules, Teaching Methods

Identifiers-*Computerized Multimedia Instructional Television

Computerized instructional television was used to teach undergraduate students about 100,000 or more extant fungi through an interactive, self testing, teaching program. Students did not find this sophisticated hardware an adequate substitute for the lecture experience and ultimately gave their professor a strong vote of confidence. (Author/JEG)

ED 167 188 IR 007 187

Thompson, M. E.

Armchair Survey Sampling: An Aid in Teaching Survey Design.

Pub Date-6 Apr 78

Note-11p.; Paper presented at the Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiovisual Aids, *Computer Assisted Instruction, *Educational Strategies, Educational Television, *Higher Education, Individualized Instruction, Instructional Design, *Learning Modules, *Sampling, Simulation, Teaching Methods

Identifiers-*Computerized Multimedia Instructional Television

A fictitious community of 583 households was set up to simulate a survey population, and was used in two laboratory assignments where students "interviewed" householders by a quota sampling procedure and tested the performance of several probability sampling designs. (Author/JEG)

Beam, Paul
COMIT English Module.
Pub Date-6 Apr 78
Note-15p.; Paper presented at the Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Aids, *Computer Assisted Instruction, *Educational Strategies, Educational Television, *English Education, Higher Education, Individualized Instruction, Instructional Design, Intermode Differences, *Learning Modules, Literary Criticism, Teaching Methods
Identifiers-*Computerized Multimedia Instructional Television

This COMIT English module used most of the interrelated devices of sound, sonic pen, keyboard, slide, and terminal display in a lesson which, depending on the student's interest and ability, might last from four to ten hours and formed an integral part of a second year course in critical analysis. Four contexts were included in the subject of analytic criticism: linear, setting, imagery, and structure. Students were allowed to review within and across categories, and to seek out additional information at any point in the lesson. Complete records were kept of learner responses, and analyzed at the degree of statistical function requested. Results of student performance were high in comparison with the results from control groups in conventional lecture/tutorial situations. Student reactions varied between acute frustration over technical delays to strong feelings of accomplishment and an awareness of materials and methods more complete than any single previous learning experience. (Author/JEG)

Marshman, Bev
A COMIT Module on a Topic from Advanced Calculus.
Pub Date-6 Apr 78
Note-13p.; Paper presented at the Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Aids, *Calculus, *Computer Assisted Instruction, *Educational Strategies, Educational Television, Formative Evaluation, Higher Education, Individualized Instruction, Instructional Design, Intermode Differences, *Learning Modules, Teaching Methods
Identifiers-*Computerized Multimedia Instructional Television

This report compares the results of three successive second year calculus classes, in which part of each class was taught the concept of uniform convergence of a sequence of functions by an interactive COMIT module, while the remainder was given lectures in the traditional manner. An outline of the teaching techniques used in the module is followed by a comparison of the performances of the two groups on a pre-test, post-test, mid-term, and final exam. Finally, an attempt is made to evaluate the significance of any differences in the results, and to assess the assets and liabilities of computer aided teaching in general. (Author/JEG)

Avedon, E. M. Stewart, T. O.

COMIT: The Leisure Experience.

Pub Date-6 Apr 78
Note-11p.; Paper prepared for the COMIT Symposium (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Aids, *Computer Assisted Instruction, *Educational Strategies, Educational Television, Formative Evaluation, Higher Education, Individualized Instruction, Instructional Design, Intermode Differences, *Learning Modules, Program Evaluation, *Recreation, *Teaching Methods
Identifiers-*Computerized Multimedia Instructional Television

This paper describes the use of an automated interactive teaching system for the teaching of a survey course in recreation which examines the phenomenon of leisure from a range of disciplinary perspectives including history, anthropology, archeology, philosophy, religion, economics, sociology, political science, psychology, planning, geography, and others. Initial pre-test results indicated that the traditional lecture group and the COMIT group started with similar background knowledge, and there was a considerable increase in the amount of information acquired; however, there was no significant difference between the two groups in the amount of information increase. COMIT has incorporated a standard television set into its design, and this, coupled with the growth of home computing, indicates that the project itself may be a glimpse of leisure behavior in the future. (Author/JEG)

ED 167 192 IR 007 191

Snieckus, V.

Computer-Assisted Instruction in Organic Synthesis.

Pub Date-6 Apr 78

Note-13p.; Paper presented at the Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Audiovisual Aids, *Computer Assisted Instruction, *Educational Strategies, Educational Television, Formative Evaluation, Higher Education, Individualized Instruction, Instructional Design, *Learning Modules, *Organic Chemistry, Program Evaluation

Using the Corey approach, retrosynthetic/synthetic schemes for six organic molecules of increasing complexity were programmed and tested in a module designed for a fourth year undergraduate course. A portion of a simple synthesis is presented and analyzed. Problems encountered were discussed and potential solutions are proposed. The module was evaluated by both instructor and student input and it is concluded that it serves to enhance understanding of and develop skill in the design of organic synthesis. (Author/JEG)

McBean, Edward A.

Computer-Aided Teaching in Environmental Engineering.

Pub Date-6 Apr 78
Note-9p.; Paper presented at the Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Audiovisual Aids, *Computer Assisted Instruction, *Educational Strategies, Educational Television, *Engineering, *Formative Evaluation, Higher Education, Individualized Instruction, Instructional Design, Intermode Differences, Learning Modules, Teaching Methods
Identifiers-*Computerized Multimedia Instructional Television

A randomly selected sample of a third year engineering class was instructed via COMIT while the remainder of the class was instructed via the normal lecture model. The results of pre- and posttests used to evaluate the actual learning that occurred within both groups is described. Informal feedback information that reflects the responses of the students to the computer aided teaching mode is also discussed. The utility of computer aided teaching as learned from this experiment in a highly technical field is summarized. (Author/JEG)

ED 167 194 IR 007 193

Erb, D. K.

Reflections on a Computerized Multi-Media Instructional Television Module.

Pub Date-6 Apr 78

Note-13p.; Paper presented at the Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiovisual Aids, *Computer Assisted Instruction, *Educational Strategies, Educational Television, Formative Evaluation, *Geography, Higher Education, Individualized Instruction, Instructional Aids, *Instructional Design, *Learning Modules

Identifiers-*Computerized Multimedia Instructional Television

The development of a COMIT module began with visions of fascinating combinations of computer graphics, slides, tapes, films, student computer interaction, and many other potential tools to be utilized in geographical education. The selection of a subject, however, led to a rapid revision of the initial concepts. In addition, the methodology of module development soon established the need for a more detailed knowledge of the chosen subject. The steps which had appeared simple and straightforward became complex and time consuming. The emergence of an almost complete module permitted testing to begin, and this created a new set of complications. Attempting to draw conclusions on the basis of inadequate testing results yielded recommendations for the future. (Author/JEG)

ED 167 195 IR 007 273

A National Periodicals Center Technical Development Plan.

Council on Library Resources, Inc., Washington, D.C.
Spons Agency-Library of Congress, Washington, D.C.
Pub Date-78
Note-260p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Bibliographies, Budgets, Delivery Systems, Facility Planning, Flow Charts, *Information Centers, Management, *Master Plans, *National Programs, Objectives, *Periodicals, Referral, Site Selection, Systems Development
Identifiers-*National Periodicals Center

This technical plan for developing, managing, and operating a national periodicals center (NPC), which was prepared at the request of the Library of Congress, is designed so that it could be used by the Library or any other agency prepared to assume responsibility for the creation of a major periodicals facility. The overall goal of the NPC is to improve access to periodical literature for libraries and thus to individuals using libraries (1) by providing an efficient, reliable, and responsive document delivery system for periodical literature, (2) by establishing effective working relationships with the publishing community, and (3) by helping to shape a national library system through its operating policies and procedures. Means of achieving these objectives are discussed in chapters focusing on specific issues: access to NPC, NPC-publishing community relationship, collection development, referral system, delivery, technical aspects (preservation, reprographics, collections storage and retrieval, communications, bibliographic control, technical processing, and systems development), site considerations, governance, and management. An implementation plan is also provided. Appendices include an estimate of request traffic, additional communications details, data-processing considerations, estimated load factors, full-time equivalent staffing levels by year, and a bibliography. (JD)

Knapper, Christopher K.

Learning from COMIT: The Educational Implications.

Pub Date-6 Apr 78

Note-11p.; Paper presented at the Symposium on COMIT (Waterloo, Ontario, Canada, April 6, 1978); For entire proceedings, see IR 007 104

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Computer Assisted Instruction, Educational Strategies, Educational Television, Evaluation Methods, *Higher Education, Individualized Instruction, *Instructional Design, Learning Modules, *Program Evaluation, *Student Attitudes, Teacher Attitudes

Identifiers-*Computerized Multimedia Instructional Television

Experiences with the COMIT system of computer assisted instruction are reviewed in relation to five evaluative criteria: effects on student learning, effects on student attitudes, effects on teachers, institutional effects, and extra-institutional effects. Conclusions are drawn concerning the possible future pedagogical role of the computer assisted learning system. (Author)

ED 167 197 IR 007 470

Design of ERIC Usage Studies. Volume I.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0015
Note-49p.; ERIC/IR Special Project Report; Some tables will not reproduce clearly due to small type size; For related document, see IR 007 471
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bibliographies, Field Studies, Information Networks, Information Services, *Information Systems, Management Information Systems, Operations Research, *Research Methodology, Research Needs, Research Problems, *Tables (Data), *Use Studies
Identifiers-*ERIC

Tables showing the types of Educational Resources Information Center (ERIC) products and their dispersion provide background information for the executive summaries of usage study design reports focusing on three levels: (1) system operations; (2) subscribers to the services provided; and (3) the ultimate end-users'' of the service. The summaries emphasize the important points of each type of study. The first level report addresses ERIC as an information network and describes a framework for comprehending, examining, and managing the ERIC system. It also describes useful data categories and appropriate levels of data collection; suggests a method of developing a model data system; and examines these suggestions with respect to current possibilities. The second level report recommends non-experimental approaches to ERIC use assessments and examines methodological and research design considerations for usage studies. The third level report focuses on ERIC impact studies and analyzes them in terms of methodological recommendations and specific impact studies are included. A bibliography of ERIC usage/impact studies is also included. (CWM)

ED 167 198 IR 007 471

Design of ERIC Usage Studies. Volume II.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0015
Note-93p.; ERIC/IR Special Project Report; For related document, see IR 007 470
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Field Studies, Information Networks, Information Services, *Information Systems, Management Information Systems, Operations Research, Research Methodology, Research Needs, Research Problems, *Use Studies
Identifiers-*ERIC

This document contains reports examining research designs for Educational Resources Information Center (ERIC) usage studies at three levels: (1) system operations; (2) subscribers to the services provided; and (3) the ultimate end-users'' of the service. The first level report, which addresses ERIC as an information network, proposes two changes which would provide greater coordination and cohesion for the system the development of a more hierarchical network articulation of the ERIC system, and a systematic reporting system a part of a more formal management information system. This report describes a framework for comprehending, examining, and managing the ERIC system; describes ueful data categories and appropriate levels of data collection; suggests a method of developing a model data collecting system; and examines these suggestions with present possibilities. The second level report recommends non-experimental approaches to ERIC use assessments and examines methodological and research design considerations for ERIC usage studies. The third level report focuses on ERIC impact studies, i.e., how ERIC products and services have affected the end-user. General methodological recommendations are made for particular studies, and all available ERIC impact studies are analyzed in terms of these recommendations, and in terms of the specific impact measures employed. Research plans for future impact studies are included. (CWM)

ED 167 199 JC 790 110

Magill, Kathleen Cirksena, Kathryn
Problems and Information Needs of Women Reentering Higher Education.
Spons Agency-Stanford Univ., Calif. Center for Research on Women.
Pub Date-Feb 78
Note-79p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Aspiration, Community Colleges, *Females, *Junior Colleges, Postsecondary Education, Student Attitudes, Student Characteristics, Student Motivation, *Student Needs, *Student Problems, *Womens Education
Identifiers-*Reentry Students

Women who had been out of the educational system for some time and who had returned to a variety of college situations were interviewed in depth regarding their reasons for returning and the degree to which the colleges were meeting their needs as returning students. From the interview data, discussions with women's reentry program staff, and a review of the literature, a number of common problems and needs were identified and a questionnaire was designed to gather preliminary information on the status of women who return to school. A total of 124 women enrolled in women's reentry program classes at five community colleges in the Southern San Francisco Bay area were surveyed. Most of the women (64%) were married, in their thirties (the median age was 36.5), and had returned to school for intellectual stimulation or to receive job training. Significant differences were found in the areas of reasons for returning and income between women who were married and those who were heads of households. Almost all of the women felt that the reentry program was helpful in facilitating their return to school. Women were aware of some of the services their program offered, but not of important others, for example, financial aid. Future directions for research and policy implications of the data are discussed. The survey instrument and a bibliography are appended. (Author/MB)

Long Range Master Plan for Maricopa County Community College District, 1978-2000.

Maricopa County Community Coll. District, Phoenix, Ariz.; Tadlock Associates, Los Altos, Calif.

Pub Date-May 78
Note-99p.; Figures will not reproduce clearly
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Campus Planning, *College Planning, Community Characteristics, Community Colleges, Community Study, Educational Finance, Educational Needs, Educational Planning, *Facility Expansion, Institutional Characteristics, *Junior Colleges, Needs Assessment, *Regional Characteristics, *Regional Planning, Residential Patterns
Identifiers-*Arizona (Maricopa County)

This technical report analyzes community characteristics, projects growth, and suggests the development of educational delivery systems to meet Maricopa County Community College District's needs up to the year 2000. Assumptions in this planning effort include: (1) that the base components of the system will be regional campuses planned for 5,000 full-time equivalent day students; (2) that each population region will be served by a campus or learning center; (3) that the bulk of noncampus-centered education and service activities will be organized through the district's college-without-walls''; (4) that the district will enroll a headcount equal to 3.5% of the area population; (5) that the part-time student ratio will increase from 1.9:1 to 2:1; (6) that new campuses will be opened when the service area population reaches 170,000; and (7) that each campus will have its own special programs or learning systems. The district service areas are described as is the current educational delivery system. Recommendations entail the expansion of existing campuses and of specific facilities. Campus development costs are also outlined. Data tables and illustrations are included throughout the document and appendices contain definitions of service areas and a list of data sources. (MB)

ED 167 201 JC 790 143

Duncan, Verne A.

CAP: Construction Assistance Plan. Handbook for Construction Project Planning, Oregon Community Colleges.

Oregon State Dept. of Education, Salem.

Pub Date-16 Feb 78

Note-84p.; Parts may be marginally legible due to colored paper

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Board of Education Policy, Capital Outlay (for Fixed Assets), College Planning, Community Colleges, Construction Costs, *Construction Needs, Construction Programs, Educational Specifications, Eligibility, Enrollment Projections, *Junior Colleges, *Needs Assessment, *State Aid, State School District Relationship, *Statewide Planning

This handbook for construction project planning was developed to be used by the Oregon Department of Education to evaluate existing facilities and determine the projected needs for each of the community college districts. Each college district's eligibility for state participation in funding is based on a Basic Space Need (BSN) which is the square footage as determined by state-approved standards. Elements in this overall Construction Assistance Plan (CAP) include: (1) determining space eligibility based on enrollment projections, types of building blocks (e.g., classrooms, labs, learning centers), basic space need, and space eligible for funding (the result of subtracting available space from basic space need); (2) developing applications for construction based on ranking of projects, exceptional space need considerations, and estimation of available capital funds as outlined by project planning guidelines which focus on limits of state aid, and new construction, facility purchase, equipment, and other costs; and (3) developing the capital budget request through ranking of eligible projects and recommendation of the capital budget request to the state board by the state superintendent. Appendices contain state board guidelines, enrollment projection methodology, space classification, space norms, project application guidelines, procedure for ranking projects, and long-range planning considerations. (MB)

ED 167 202 JC 790 145

Berejikian, Harry
Downward Articulation: The Bad and the Good.
Pub Date-2 Dec 78
Note-27p.; Graduate seminar paper, Pepperdine University
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Articulation (Program), College Bound Students, College Choice, College Day, *College High School Cooperation, Community Colleges, Counselor Role, Guidance Centers, *High Schools, *Junior Colleges, *Post High School Guidance, Student Recruitment

These descriptions of articulation efforts between five community colleges and their feeder high schools were drawn from previous reports and from interviews with community college administrators. Interviews at two Los Angeles (California) community colleges revealed an attitude of unconcern toward maintaining a supply of high school graduates; this attitude was reflected in a lack of innovative procedures, the low financial priority given to articulation programs, and the lack of administrative support of establishing comprehensive programs. Alternately, position on each campus for improving high school-college relations. The study position on each campus for improving high school-college relations. The study revealed other community colleges using imaginative talent to create a productive relationship with their feeder high schools. The academic advisement program at Miami-Dade Junior College in Florida, which involves all faculty and administrative staff, includes the establishment of satellite high school counseling centers. Pasadena City College in California has developed a seven-pronged program to enhance communication which includes possibilities for concurrent enrollment, a quarterly newsletter, conferences, and a high school advisory board. California's Ventura Community College District's articulation program has explicit goals, and uses a mobile counseling center and high school career centers. (AYC)

ED 167 203 JC 790 147

Meier, Terre Story, Sherie

Washington Community Colleges Factbook.

Washington State Board for Community Coll. Education, Olympia.

Pub Date-Feb 79

Note-171p.; Tables may reproduce poorly due to small size of type. Not available in hard copy due to marginal reproducibility of original document

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrative Organization, College Curriculum, College Programs, Community Colleges, Educational Equipment, Educational Facilities, *Educational Finance, Enrollment, *Institutional Characteristics, *Junior Colleges, *Junior College Students, Salaries, State Aid, Student Costs, Student Financial Aid, Teacher Characteristics, Vocational Education

Identifiers-*Washington

Detailed information on the 27 state-supported community colleges in Washington is presented in six sections. The first section, containing general information, describes the state system organization, lists the individual colleges, and reviews the roles of state agencies and presents a history of the system. A section on student information summarizes student characteristics with tables outlining data on enrollment, student educational intent, institutional intent and funding sources, student demographics (including age, sex, ethnic background, residency status, veterans status, and credit-hour load), student costs and financial aid, standard student budget, and required tuition fees. Program information is described in terms of course offerings, enrollment by time and location, vocational program offerings by field and college, degrees granted, transfers among institutions of higher education, and program completion and placement of occupational students. Staff data cover demographic characteristics, faculty and staff placement by area, and salary averages. Financial information is provided for institutional sources of funds, program expenditures by program, administrative element (e.g., community education, student services), and by object (e.g., salaries, employee benefits). A final section deals with facilities, construction, appropriation of capital funds, and equipment purchases. (MB)

ED 167 204 JC 790 143

Meier, Terre Story, Sherie

Washington Community Colleges Factbook. Addendum A: Student Enrollments, Academic Year 1977-78.

Washington State [illegible] for Community Coll. Education, Olympia.

Pub Date-Sep 78

Note-120p.; Not available in hard copy due to print quality; Best copy available

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Age, College Credits, College Majors, Community Colleges, Enrollment, *Enrollment Trends, Ethnic Groups, Females, General Education, *Junior Colleges, *Junior College Students, Males, Nontraditional Students, Place of Residence, State Aid, *Student Characteristics, Veterans, Vocational Education

Identifiers-*Washington

In order to reveal trends in community college enrollments in Washington, student demographic and enrollment data for academic year 1977-78 were compiled and compared with figures for previous years. The report provides annualized averages for full-time equivalent (FTE) enrollments for the system for the years 1967 to 1977, and for FTE students by institutional intent (academic, occupational, etc.) for 1967 to 1978. Quarterly enrollments are summarized for the system and by district. Student characteristics focused upon in the study include age, sex, source, ethnic background, veteran and residency status, credit-hour load, enrollment category, and headcount and FTE enrollments by time and location. Study findings for 1977-78 include the following: (1) over 171,000 students were enrolled during Fall quarter 1977, an increase of 540% over 1962; (2) total annualized average FTE's were 89,768 out of this, state-supported annualized average FTE's accounted for 85,666; (3) 75% of all students were 21 or older; (4) increasing female enrollments exceeded male enrollments by nearly 7% (51% vs. 45%); (5) minority students accounted for 9% of total enrollment; (6) non-resident student enrollment increased from 2.71% in 1971 to 3.28% in 1977; (7) the percentage of veterans declined from 14% in 1975 to 7.96% in 1977; (8) part-time students accounted for 62% of enrollments; and (9) 64% of students were not entering from high school or another higher education institution. (AYC)

Meier, Terre Bundy, Larry

Washington Community Colleges Factbook. Addendum B: A Description of the Community College Management Information System.

Washington State Board for Community Coll. Education, Olympia.
Pub Date-Nov 77
Note-117p.; Not available in hard copy due to small print; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Credits, College Faculty, Community Colleges, Courses, Data Analysis, *Data Processing, Enrollment, Facility Inventory, Faculty Workload, Information Needs, *Information Utilization, *Junior Colleges, *Management Information Systems, Personnel Data, Salaries, Space Utilization, *Statewide Planning, Student Characteristics, Vocational Education
Identifiers-*Washington

The Management Information System (MIS) of the Washington State system of community colleges was designed to be responsive to legislative and district requests for information and to enhance the State Board's capabilities to manage the community college system and integrate its budgeting and planning processes. The MIS consists of seven information files: (1) student enrollment containing demographic information and enrollment data by course; (2) course effort report containing information on course credit hours, instructor contact hours, student enrollment per section, instructor in each section, time and location, and funding; (3) facility inventory providing evaluation of space needs on each campus and summarizing building and room uses and characteristics; (4) occupational program effort summarizing students, faculty effort, and outputs related to occupational programs; (5) professional personnel providing demographic, salary, and workload data for all administrators and faculty members; (6) classified personnel providing the same information for all classified employees; and (7) equipment inventory maintaining a record of all equipment leased or owned by the colleges. The report contains brief descriptions of the files which include a history and a list of the data elements in each. In addition, a data element dictionary is included which lists the data elements first in alphabetical order and then by data element number. Appendices are included. (MB)

ED 167 206 JC 790 150

Buchan, Robin G.

Community College Staff Development: The Teachers' Perspective.

Pub Date-9 Mar 79

Note-20p.; Paper presented at the Community College Social Science Association Conference (San Diego, California, March 9, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Community Colleges, Faculty Development, Failure Factors, *Inservice Teacher Education, Instructional Staff, *Junior Colleges, *Teacher Administrator Relationship, Teacher Alienation, *Teacher Attitudes, Teacher Evaluation, *Teacher Improvement, Teacher Morale, Teaching Quality

Many teachers resist staff development programs because they believe that staff development'' is a euphemism for staff evaluation'' and are suspicious of an administration collecting quantitative material on teaching for any reason. Similarly, there exists a competitiveness among teachers that precludes complete trust. In recent years, an increase in staff development has been seen that is proportional to declining student enrollments. However, many teachers have been exposed to unworkable, ill-thought-out and potentially destructive schemes presented as a panacea to all of a school's problems. Three types of staff development activities have been identified: self-evaluation,'' the in-house expert,'' and the invited consultant.'' Self-evaluation is typically tried first; generally, however, little attention is given to ways of measuring improvement. In-house experts are usually teachers with well-attended classes, who are accepted by students and staff; however, they seldom have professional training to teach teachers to teach. The invited consultant faces the problem of being viewed as one who is more interested in enlarging a vita and reputation than in significantly assisting instruction. Since staff resistance has acted as a brake on the thrust of staff development programs, it is now time for directors of these programs to become familiar with the needs and goals of their staff and to establish mutual trust. A bibliography is included. (MB)

ED 167 207 JC 790 151

Barnes, John B., Ed. Schultz, Raymond E., Ed.

Arizona's Public and Private Community Colleges: Brief Histories, Their Status in 1979, and a Look at Their Futures.

Pub Date-79

Note-136p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Budgets, Community Colleges, Curriculum, Educational Facilities, *Educational Finance, Educational Planning, Enrollment, Financial Support, General Education, *Institutional Characteristics, *Junior Colleges, Private Colleges, State Colleges, Student Characteristics, Teacher Characteristics, Vocational Education

Identifiers-*Arizona

Brief histories and program descriptions are presented for 17 public and private community colleges in Arizona. Of these, seven are located in Maricopa County. Overall, the nine community college districts had a combined budget of $115,267,361 in 1978-79 which was a 15% increase over 1977-78. Actual full-time student equivalent enrollment (FTSE) at the 45-day census period for fall 1978 was 50,037, a decline of 3.2%. The operational cost per FTSE in 1978-79 ranged from $1,602 to $2,552. Larger size in a college ordinarily resulted in lower per student costs. Individual college descriptions present the following types of data: history, enrollment, funding, operations budget, physical plant operation, faculty characteristics, student characteristics, outreach and educational programs, occupational and general education curricula, student support services, funding, and future planning projections. Appendices contain a summary for the 1978-79 budget for the system, FTSE and headcount enrollment censuses by college, a map of the community college districts, and a curricula matrix. (MB)

ED 167 208 JC 790 152

Annual Report, FY 1978.
Maryland State Board for Community Colleges, Annapolis.
Pub Date-78
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, Construction Programs, Curriculum Planning, *Educational Finance, Enrollment, *Enrollment Trends, Financial Support, Grants, *Junior Colleges, Junior College Students, Master Plans, *Resource Allocations, State Aid, State Legislation, Vocational Education
Identifiers-*Maryland

This annual report from the Maryland State Board for Community Colleges outlines information on enrollment, instructional programs, finance, capital construction, the state master plan, legislation, and the Vocational Education Acts Grant for fiscal year 1978. The report reveals that the 1977 opening fall credit enrollment for Maryland community colleges was 84,887, an increase of 6.2% over the previous year; and that part-time students represented 66% and women 56% of the students. A section on the instructional programs lists the ten new programs endorsed during the year, describes program evaluation efforts on state and local levels, and considers continuing education and community and public service activities. The finance section reports that the total net operating expenditures for the 17 community colleges during 1978 were $107,027,716. The average cost per full-time equivalent student was $1,903. Data are also provided regarding the major sources of college revenue and the expenditures by function; the state provides at least 50% of capital funds required for construction on a matching basis for space. Also presented in the report are: specific construction projects and the allocations approved; a summary of the purpose and goals of the statewide master plan for the colleges; legislative bills related to college audits, liability of college officials, senior citizen tuition waivers, and staff collective bargaining; and study projects funded under a Vocational Education Acts grant. (MB)

ED 167 209 JC 790 153

Busky, Henry F.

The Development of Educational Materials for Community College Health Services.

Prince George's Community Coll., Largo, Md.

Pub Date-15 Mar 78

Note-66p.; Materials presented at a meeting of the American College Personnel Association (Detroit, Michigan, March 15, 1978)

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Clinic Personnel (School), Community Colleges, *Health Education, Health Facilities, *Health Programs, Inservice Education, Instructional Materials, *Junior Colleges, *School Health Services, School Nurses, Student Needs

Guidelines are presented for the development of educational materials for the Health Services Program at Prince George's Community College. This program, as part of the Human Development Department, serves three kinds of functions: remediation the correction of health problems after they have arisen; prevention the prior identification and removal of potential problems and barriers to success; and development the growth of the program to meet student and staff development needs. Materials are presented in the following areas: (1) goals and objectives of health services; (2) the role of the nurse practioner; (3) examples of cooperation between human development and other areas of the college community; (4) survey form of student needs; (5) examples of outreach programs (e.g., weight control through behavior modification, cardio-pulmonary resuscitation, video production, and the Health Education and Services Club); (6) in-service training for health services personnel; (7) formal health programs (e.g., health fair, health awareness week, and varsity athletic physicals); (8) examples of formal guidelines used in health services (e.g., issuing handicapped parking permits, pregnancy testing, procedures for psychiatric emergencies); (9) examples of learning materials available for student use in health services; (10) examples from a source book developed for use by work study students in health services; and (11) examples of articles for the school newspaper. (MB)

ED 167 210 JC 790 154

Gold, Chuck

Contracting with Business and Industry: Use Your Community Resources.

Note-19p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Credits, Community Benefits, Community Colleges, Contracts, *Cooperative Education, Cooperative Programs, Employment Opportunities, Experiential Learning, Individualized Curriculum, Job Skills, *Job Training, *Junior Colleges, On the Job Training, School Industry Relationship, Vocational Education, *Work Experience Programs

Unemployment, especially among unskilled teenagers, and the lack of skilled workers to fill existing job openings in the Michigan Upper Peninsula gave impetus to the Bay de Noc Community College program, Contracting with Business and Industry.'' On the basis of a contract between business, student, and the college, the business agrees to provide 12 hours of instruction per week toward an agreed-upon set of performance objectives for the duration of a training period (generally two semesters or nine months). In return, the college pays the employer/trainer a nominal amount per hour for student instruction. Concurrent with off-campus instruction, the student enrolls for a minimum of eight hours of on-campus instruction, which supports his particular career objective. Upon successful completion of the training, the student is awarded eight credit hours per semester and is assessed the normal tuition rate. The program focuses on job opportunities and career assessment needs in areas where in-depth on-campus instruction cannot be economically provided by the college; these areas include meat-cutting, news-writing, photography, computer operation, sign painting, dental assistant, and special education aide. In fall 1978, 43 students and 24 local businesses were participants in the program; responses from both students and businesses have been positive. (MB)

ED 167 211 JC 790 155

Parker, Paul W. Parker, Patrick W.

Kansas Community Colleges: Assessing Staff Development Needs.

Kansas State Coll. of Pittsburg.

Pub Date- 78.

Note-18p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrative Personnel, Administrative Problems, *Administrator Attitudes, Administrator Education, College Administration, College Faculty, College Role, Community Colleges, Effective Teaching, *Faculty Development, *Junior Colleges, *Management Development, Staff Improvement, *Teacher Attitudes, Teacher Improvement

Identifiers-*Kansas

Questionnaires were administered to all community college faculty and administrators in each of the 19 Kansas community colleges in order to assess staff development needs in the areas of instructional activities, understanding the role of community colleges, and administration, and to ascertain the desired conditions for staff development programs. Of the respondents, 533 (87%) were faculty members and 88 (11%) were administrators. Relative to instruction, the following areas were identified as possible foci for staff development activities: managing individualized instruction, developing audio-tutorial learning materials, evaluating the effectiveness of various instructional strategies, obtaining research on teaching/learning, developing programs for disadvantaged learners, and creating an environment where students assume responsibility for their own learning. In relation to the community college role, staff knowledge was generally considered acceptable, but need was noted in understanding the purposes of remedial and developmental programs and in knowledge of student characteristics and needs. Regarding administrative staff development, need was expressed for development of the ability to delegate authority, management and human relations skills, evaluation skills, and effective use of committees. Relative to conditions for staff development, campus sites and weekdays during the regular school year were preferred by respondents. (MB)

ED 167 212 JC 790 156

Sotherden, Stephen And Others

The Economic Impact of Mohawk Valley Community College upon Oneida County.

Mohawk Valley Community Coll., Utica, N.Y.
Pub Date-78
Note-74p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Community Benefits, Community Colleges, *Cost Effectiveness, *Educational Economics, Expenditures, Financial Support, Human Capital, *Junior Colleges, Local Government, Research Methodology, *School Community Relationship
Identifiers-Economic Impact Studies, New York (Oneida County)

A comparison of the short-term economic costs of Mohawk Valley Community College (MVCC) to Oneida County (New York) with the short-term economic benefits to Oneida County for the 1977-78 MVCC fiscal year revealed that MVCC had an annual operating budget of approximately ten million dollars. Of this, 13.41% or $1,330,738 was contributed by the county; 39.78% came from state aid and 29.38% from student tuition. In contrast, the total MVCC-related Oneida County business volume came to $34,460,721. This includes direct college purchases from local business ($1,165,976), monies spent by the faculty-student association ($134,424), local health insurance payments ($179,990), student, staff, and visitor expenditures ($17,664,455), local business volume stimulated by individual spending related to MVCC ($11,486,907) and local purchases by local businesses in support of MVCC-related business ($3,828,969). Other areas investigated by this impact study were college-related local population, including both employees and students; impact on local employment and income; MVCC capital spending; MVCC costs and benefits to the Oneida County government; effects of MVCC's hypothetical non-existence in the county; and implications for the future. A major part of the study report is devoted to the methods used in data collection and in the economic analysis. (MB)

ED 167 213 JC 790 157

Busky, Henry F.
Yes, You Can Have a Health Service in a Community College.
Prince George's Community Coll., Largo, Md.
Pub Date-29 Mar 77
Note-56p.; Materials presented at a meeting of the American College Personnel Association (Denver, Colorado, March 29, 1977)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Clinic Personnel (School), Community Colleges, Health Activities, Health Education, Health Facilities, Health Programs, *Junior Colleges, Personnel Evaluation, Program Costs, *School Health Services, *School Nurses, Workshops

The health services program at Prince George's Community College is oriented toward preventative and educational services as well as referral and the treatment of minor illnesses and injuries. This compilation of statements of intent, forms, and brief descriptive essays covers various aspects of the program. The qualities of a college health nurse, the goals and objectives of the position, and budgets for staffing and equipment of a health service are delineated. The daily activities of the health room include health counseling on a one-to-one basis, first aid for minor injuries and illnesses, emergency readiness, and providing handicapped services. In addition, the following programs are provided: fall semester health screening, blood pressure awareness, weight control, health awareness week, cardio-pulmonary resuscitation, video presentations to instruct students and staff in responding to emergencies, blood mobile, physicals for varsity teams, and the Health Education and Service Club. Job descriptions for a supervisor of health services, staff nurse, medical consultant, part-time relief nurse, and health room assistant are included as are evaluation forms for appraising staff performance by students, counselors, and supervisors. A bibliography, outline of the Maryland Nurse Practice Act, confidential student health form, nursing health report form, and a report on a college health nurses workshop are appended. (MB)

Moody, George V. Busby, M. Ray
Mississippi Public Junior Colleges Statistical Data, 1977-78.
Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.
Pub Date-Dec 78
Note-52p.
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Ancillary Services, Bus Transportation, College Faculty, Community Colleges, Degrees (Titles), Dormitories, *Educational Finance, *Enrollment Trends, Expenditures, Federal Aid, Financial Support, *Institutional Characteristics, *Junior Colleges, Library Facilities, Personnel Data, Salaries, Student Costs, Tax Support
Identifiers-*Mississippi

Data relating to the 16 public junior college districts in Mississippi were compiled from the 1977-78 Annual Report to the Junior College Commission, the 1980 budget requests to the Commission on Budget and Accounting, and other sources available to the Division of Junior Colleges, Mississippi State Department of Education, so that Mississippi junior college administrators could reflect upon norms and trends within the institutions. The data tables outline the following: (1) schedule of meetings of the board of trustees; (2) enrollments by district, class and sex, and academic and technical credit hours for the end of the first six weeks of 1977-78; (3) graduates, degrees, and certificates awarded; (4) educational and general revenues by source, county tax support by district and county, federal government revenues, and student fees and charges; (5) expenditures by object and function; (6) academic preparation of college staff, number and average instructional salary, and salary schedules for personnel; (7) library staff, facilities description, and collection holdings; (8) local transportation services by number transported daily and length of routes; (9) dormitory utilization; and (10) revenues and expenditures for auxiliary services. (MB)

ED 167 215 JC 790 159

Arizona Community Colleges: Annual Report to the Governor, Fiscal 1977-78.

Arizona State Board of Directors for Junior Colleges, Phoenix.

Pub Date-78

Note-77p.

Pub Type- Numerical/Quantitative Data (110) () - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Administrative Organization, Age, College Curriculum, College Faculty, College Majors, Community Colleges, *Educational Finance, *Enrollment Trends, Ethnic Groups, Expenditures, Governing Boards, *Junior Colleges, *Junior College Students, Personnel Data, Place of Residence, School District Spending, State Aid, Tax Support, *Vocational Education

Identifiers-*Arizona

Data on the community college system in Arizona are provided in five sections. The first section lists the State Board members, outlines Board and Central Staff expenditures, and provides the philosophy of the community colleges. The second section locates the nine college districts, the 14 colleges, ten skill centers, and 22 campuses. The third segment presents financial data, revealing that 44% of the total community college revenues of $109,874,947 came from district tax levy and that another 33% came from state aid. Total expenditures for 1977-78 were $92,465,082; 88% of these were in the operations category, 8% for capital outlay, and 4% for debt service. This section also provides source and distribution of funds for each district and campus; summarizes bonded indebtedness and plant investments, and current operating expenditures; and analyzes state aid income and its history. The fourth part of the report, containing enrollment data, analyzes full-time student equivalent and headcount growth patterns for each district and for the vocational programs; considers residency and ethnic status and age for students in each county; presents information on certificated and non-certificated personnel; and reviews enrollments by program. The fifth section deals with career development in the community colleges and presents a curricula matrix for the colleges. (AYC)

ED 167 216 JC 790 160

Moore, William, Jr.

The Role of General Education in the Community College.

Pub Date-22 May 78

Note-39p.; Paper presented at the Forum on Future Purposes, Content, and Formats for the General Education of Community College Students (Montgomery College, Maryland, May 22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Standards, *Access to Education, *College Role, Community Colleges, Educational Objectives, *Educational Philosophy, Futures (of Society), *General Education, *Junior Colleges, Liberal Arts, Relevance (Education), Student Needs, Vocational Education

General education is structured across subject matter disciplines and is designed to provide the student with skills and knowledge which will allow him or her to function in society. Inherent in the philosophy of general education is the belief that higher education should be egalitarian. This philosophy is opposed, historically, to liberal education which was designed to serve a citizenry in a master/slave relationship. By philosophy, objectives, and activity, the community college provides programs for various student groups in line with the aim of general education. This attitude shows up the fallacy of meritocracy as the sole criterion for participating in higher education. However, an egalitarian classless society exists in an unclear environment as general education must be truly general since the aims and goals of institutions, societies, and individuals are less well-defined than in the past. A basic question always tends to arise should the college be in the business of teaching students how to read and write? And more specifically, how does an institution convince the student of the worth of general education with much of its classical liberal arts content? As such the study of literature, history, and science must be made more relevant to contemporary problem solving and not be limited to those in esoteric studies. Similarly, there needs to be a desegregating of vocational students from general education.

(Author/MB)

ED 167 217 JC 790 161

Excellence and the Open Door: An Essential Partnership. A Report of the Commission to Study the Mission, Financing, and Governance of the County Colleges, State of New Jersey. Volume One.

New Jersey State Board of Higher Education, Trenton.
Pub Date-Mar 79
Note-72p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Standards, Access to Education, Articulation (Program), *College Role, Community Colleges, Educational Finance, Educational Objectives, *Financial Support, *Governance, Governing Boards, *Junior Colleges, Open Enrollment, School District Autonomy, Staff Improvement, State Aid, State School District Relationship, *Statewide Planning, Trustees
Identifiers-*New Jersey

The objectives of this study of the county colleges in New Jersey were to: (1) examine their mission, governance, and financing; (2) determine whether philosophies and operating mechanisms of a period of expansion would provide sufficient support and direction for the future; and (3) make recommendations based upon the study. In addition to supporting the comprehensive mission of the colleges, the Commission also supported their open access policy. The development and expansion of occupational programs were seen to be of major importance, as was the commitment of resources to professional development for faculty, administrators, and staff. As the community-based nature of the colleges contributes to their flexibility, the Commission opposed drastic change in their current local management and governance model; however, criteria were recommended in relation to enhancing effectiveness in governance. These included the establishment of a balance of powers, diversity of individual trustees, and independence from political interference. Toward these ends, the Commission recommended the appointment of two of the nine trustees on each board by the State, increased community representation, and continued separation of college governance from the county structure. The recommended funding mechanism shifted from being enrollment-driven to recognizing fixed cost, and included greater state support. (Author/MB)

Grymes, Robert J., Jr.

Community Services and Rural Development.

Pub Date-4 Aug 78
Note-17p.; Paper presented at the National Conference on Small/Rural Colleges (1st, Blacksburg, Virginia, August 4, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Role, Community Colleges, *Community Development, *Community Education, Community Involvement, Community Service Programs, Delivery Systems, Educational Responsibility, *Junior Colleges, Public Relations, Rural Education, *Rural Schools

Increased migration to rural communities by urbanites has focused greater attention on the role of the rural community college as the focal point of community activity and the major source of significant leadership and direction in community development efforts. Through its community service programs, the community college can contribute to community development in a manner that is well-planned and compatible with community goals and aspirations. This involves assessment of community needs through awareness of the racial, ethnic, and socioeconomic composition of the population and through continuing contact with businesses, industries, government organizations and agencies, churches and civic service organizations within the community. An active community service program involves many challenges for the rural community college, including: (1) scheduling appropriate instruction and experiences, especially those which contribute to the leadership skills of community members, during hours and at locations convenient to various segments of the population; (2) publicizing programs through non-traditional methods; (3) breaking down attitudinal and psychological barriers that hinder community participation; (4) procuring accessible and adequate facilities; (5) obtaining qualified part-time instructors; and (6) developing alternative delivery techniques to expand access to instruction. (LS)

ED 167 219 JC 790 165

Hadley, Ollie B. Andrews, James

The Development of a Questionnaire for an Organizational Development Program at Los Angeles Southwest College.

Pub Date-Jul 78
Note-45p.; Ed.D. Practicum, Nova University
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Organization, Administrator Attitudes, Community Colleges, *Institutional Research, Job Satisfaction, *Junior Colleges, Organizational Change, *Organizational Climate, *Organizational Development, Peer Relationship, *Questionnaires, Research Design, School Surveys, Teacher Administrator Relationship, Teacher Attitudes, Teacher Morale, Teamwork, *Work Attitudes

An Organizational Development (OD) questionnaire was designed at Los Angeles Southwest College to enhance planned change in that educational organization. The questionnaire measures attitudes in seven organizational development concept areas: (1) institutional climate indices opportunity for advancement, general institutional conditions, concern for employees, and employee commitment; (2) supervisory indices concern for faculty, concern for performance, building a work team, and helping in getting the work done; (3) work department indices supporting each other, concern for performance, working as a team, helping each other, and understood and acceptable objectives of the group; (4) job indices freedom to influence job and resources available to do the job; (5) institutional process indices employee effort, sharing information, cooperation in solving problems, influence of top and lower level management on department, and making decisions; (6) institutional results employee satisfaction, turnover readiness, absenteeism because of job tensions, and work group performance; and (7) goal-setting comparisons between how it is'' and how I'd like it to be'' supervisory indices, work department indices, and institutional results. A literature review outlining the background of OD, a bibliography, and the questionnaire are included in the document. (MB)

ED 167 220 JC 790 166

Bennett, Robert C., Jr. Wetzel, Susan J.
Lodging Management Career Questionnaire of Greater Philadelphia Area.
Delaware County Community Coll., Media, Pa.
Pub Date-Feb 79
Note-26p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, Educational Background, Employment Experience, Employment Patterns, *Hotels, Job Satisfaction, Job Skills, Junior Colleges, *Managerial Occupations, *Occupational Information, *Personnel Data, *Supervisors, *Work Attitudes

A survey was undertaken by Delaware County Community College's (Pennsylvania) Hotel/Restaurant Management program: (1) to provide students with local up-to-date information regarding the lodging industry in the Greater Philadelphia area; and (2) to provide information regarding necessary skills as perceived by the managers for the purpose of curriculum and course development. A total of 73 surveys were mailed to local lodging managers with a 51% response rate. Most of the respondents were male (87%), between 36 and 40 years of age, and married (80%). The majority managed properties of between 131 and 300 rooms, worked as general managers'' for three to five years, and worked at their present locations for five to ten years. The average number of working hours per week was 56.6. The median salary reported was between $22,000 and $25,000. Major benefits were free meals, free dry cleaning, and a full health plan. Most indicated that they began working in the kitchen or as front desk clerks. The majority (56.7%) possessed a bachelor's degree and 81% indicated that they would repeat their career choice. Guest satisfaction, and staff satisfaction and development provided the greatest job satisfaction. Skills considered important to the job were salesmanship, cleanliness (guest rooms), and front office operations. The survey instrument is appended. (MB)

ED 167 221 JC 790 168

Craig, Ross Ann Wetzel, Susan
Counseling and Advisement Needs Assessment, Winter 1978. Outcomes Measurement Follow-Up.
Delaware County Community Coll., Media, Pa.
Report No.-R-78-10
Pub Date-Jan 79
Note-30p.; Some tables marginally legible
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Planning, Community Colleges, *Counseling Services, Drug Education, *Educational Counseling, Evening Students, Family Counseling, *Health Education, Junior Colleges, *Junior College Students, Student Attitudes, *Student Needs, Student Personnel Services, *Vocational Counseling

Surveys were administered to students at Delaware County Community College to determine their counseling and advisement needs and whether they knew where they could receive help in the areas of course and curriculum choice, counseling services, health education services, and career planning services. A random sample of 500 students enrolled for the winter 1978 term was selected to participate and a response rate of 46.4% was realized. Generally, the three highest areas of expressed need were college transfer information, job information, and selecting courses. The three lowest areas of expressed need were drug and alcohol counseling, drug and alcohol information, and family counseling. All areas mentioned were rated by the majority of respondents as ``important'' or ``very important,'' regardless of whether the individual felt he or she needed help in that area. Thus, knowing that the service existed was important. The study revealed that, in general, evening and off-campus students, though often expressing greater advisement needs, were less aware of how to obtain help than day students. The specific results are presented in tabular form by total group and by campus of attendance. The survey instrument is appended. (Author/MB)

ED 167 222 JC 790 169

Selected Papers from the Conference on Small/Rural Colleges.
Pub Date-4 Aug 78
Note-79p.; Papers presented at the National Conference on Small/Rural Colleges (1st, Blacksburg, Virginia, August 4, 1978)
Pub Type - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-College Administration, Community Colleges, Community Services, Curriculum Development, *Educational Finance, Institutional Characteristics, *Junior Colleges, Research Needs, *Rural Schools, School District Autonomy, *Small Colleges, State School District Relationship, Student Characteristics

Selected papers from a conference on small/rural colleges are presented. Two separate presentations discuss the financing of small/rural community colleges. In two other papers, one by J. Wade Gilley and the other by Gerald B. James and Elton Collier Aycock, the positive and negative aspects of state coordination and control of local colleges are probed. Richard E. Wilson reviews the institutional and student characteristics related to the approximately 500 rural community colleges as compared to those of the total of 1,235 colleges listed in the American Association of Community and Junior Colleges' directory. In another paper, George B. Vaughan presents a philosophical overview with practical implications regarding curriculum comprehensiveness in times of limited resources. A series of recommendations from the conference are included on the following concerns: (1) organization and management; (2) initiating and maintaining comprehensive student development programs; (3) community services; (4) financing small/rural community colleges; (5) state coordination and control; (6) staff development; (7) curriculum comprehensiveness; (8) research in small/rural colleges; and (9) equal opportunity and the rural community college. (MB)

Gausman, Chester H.

Curriculum Comprehensiveness in the Small/Rural Community College: Strategies for Getting More Out of Limited Resources.

Pub Date-Aug 78
Note-8p.; Paper presented at the National Conference on Small/Rural Colleges (1st, Blacksburg, Virginia, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Access to Education, Community Colleges, *Delivery Systems, Educational Alternatives, *Flexible Scheduling, *Individualized Instruction, *Junior Colleges, Program Improvement, *Rural Education, Rural Extension, Rural Population, Rural Schools, School Calendars, Small Colleges, Student Needs
Identifiers-*Open Entry Open Exit

Individualized, self-paced instruction and an open-entry-open-exit calendar have several advantages which help to overcome the restraints that may modify equal educational opportunity at small, rural colleges. These restraints include limited resources of students, distance from campus, effects of agriculturally-related occupations on student time, and sparsity of area population. The advantages of individualized instruction are that: (1) it increases enrollment by coinciding the entry and exit from college with the harvest seasons; (2) it increases enrollment of the temporarily unemployed; (3) it increases enrollment by providing more flexible scheduling to fit part-time employment as well as full-time employment; (4) it reduces costs by increasing the productivity of instructors; (5) it increases the portability of courses to distant centers by permitting the use of part-time instructors; and (6) it provides a more effective means of packaging programs for industry, that is, as short-term instructional units offered on the campuses. (MB)

ED 167 224 JC 790 172

Sutton, Connie Armfield, George W.

Staff Development for Small/Rural Community Colleges: Effective Renewal with Less Resources.

Pub Date-Aug 78

Note-19p.; Papers presented at the National Conference on Small/Rural Colleges (1st, Blacksburg, Virginia, August 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Faculty, Community Colleges, *Faculty Development, Failure Factors, Financial Problems, *Financial Support, *Inservice Programs, *Junior Colleges, *Rural Schools, *Small Colleges, Staff Improvement, Success Factors

Two papers concerning staff development for small/rural community colleges are presented. In the first, practices at small/rural colleges are contrasted with those at larger and more urban colleges. It is noted that (1) small colleges try to keep pace with institutional growth and development needs mostly in the area of curriculum, disregarding growth opportunities for staff personnel; (2) local governing boards or state legislators have not allocated funds solely for staff development; (3) most small/rural colleges have less defined organizational responsibilities for coordinating staff development; (4) because of their geographical isolation, most small, and especially rural college staff welcome and support staff development; and (5) staff programs are not always planned to meet developmental needs. Recommendations are offered for future effective staff renewal. The second paper relates the author's experiences in a staff development program at Caldwell Community College and Technical Institute and provides a review of the literature. Outlined are literature supporting the need for staff development and suggestions for getting a program started. Ideas for effective programs include commitment by college administration, communication of clear objectives, use of flexible plans to meet changing needs, and securing financial support. (MB)

ED 167 225 JC 790 173

Comparison of Graduates and Non-Continuing Students at the End of Six Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 48.

Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Note-18p.; Parts marginally legible due to print quality
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
()
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Age, College Credits, Community Colleges, Demography, *Dropout Characteristics, Employment Trends, Females, Grade Point Average, Junior Colleges, *Junior College Students, Males, *Participant Satisfaction, *Persistence, School Holding Power, *Student Characteristics
Identifiers-*Hawaii, Stopouts

The purpose of this report was to compare, after six semesters, the characteristics and attitudes of students who entered the Hawaii community college system in 1975 and who either graduated or dropped out. A comparison of the following characteristics of both groups revealed significant differences in all areas but one: sex, age at entry, marital status, high school background, entry status (no statistically significant difference), program, educational objective, cumulative grade point average, campus, and number of semesters attended. Responses to survey questionnaires by both groups revealed that graduates and non-continuing students also differed significantly with regard to their activities. Graduates had a higher proportion who worked and/or attended school (87% vs 82%), worked full-time (75% vs 69%), were employed in clerical or sales occupations (43% vs 34%), and felt that their jobs were related to their field of study (48% vs 29%). When comparing the way that graduates and non-continuing students evaluated their college experience, in several instances, the ratings of dropouts were more favorable than those given by the graduates. Graduates gave a higher proportion of good ratings to ``broaden educational background,'' ``prepare for a career,'' and ``course variety,'' while dropouts gave higher ratings to ``instruction,'' ``faculty/student relations,'' ``facilities,'' and ``the total college experience.'' (AYC)

ED 167 226 JC 790 174

Bakshis, R. D.
College of DuPage Student Fall Quarter 1978 Registration Survey Form B.
College of DuPage, Glen Ellyn, Ill.
Report No.-C/D-TR-A63,784
Pub Date-Oct 78
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Aspiration, Age, College Credits, Day Students, *Educational Background, Females, *Junior College Students, Males, Nontraditional Students, *Student Characteristics, Student Mobility, Transfer Students
Identifiers-Reverse Transfer, Stopouts, *Student Objectives

A random sample of 284 students at the College of DuPage took part in a survey to assess where students originated and whether they planned to continue their education. Survey questionnaires were included in the fall quarter 1978 registration materials for students registering both in person and by mail. Approximately 15% of the mailed questionnaires were returned; response rate for students registering in person approached 80%. Study findings included: (1) students belonged to one of four groups direct from high school (27%), reverse transfer students (33)%, community, i.e., those who left high school and delayed entry into college beyond one quarter (26%), and community reverse transfer, i.e., those who attended a college or university after a delay of more than one quarter after high school graduation (14%); (2) direct high school graduates had an average age of 19, as compared to 26.6 for reverse transfer, 27.2 for the community group, and 31.1 for the community reverse transfers; (3) the high school group took the largest number of quarter hours; (4) the percentage of males was 43% of the high school group, 41% of reverse transfers, 51% of the community group, and 55% of the community reverse transfer; (5) differences among the groups were also found with respect to day/evening status and stop out rate; (6) students indicated a variety of plans such as transfer to a four-year institution (44%), work (29%), and return to the community (27%). (Author/LS)

ED 167 227 JC 790 177

Mehallis, Mantha Vlahos
Broward County Employers' Training Needs Assessment.
Broward Community Coll., Fort Lauderdale, Fla.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-78
Note-241p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Community Colleges, Curriculum Development, *Educational Needs, *Employer Attitudes, Employment Opportunities, Employment Patterns, *Job Training, *Junior Colleges, Manpower Needs, Personnel Selection, *School Industry Relationship, Vocational Education
Identifiers-*Florida (Broward County)

An assessment of the training needs of Broward County, Florida, employers was conducted: (1) to determine the existing training needs of large businesses, industrial firms, and local units of government; (2) to determine which educational agencies in the county could fulfill these needs; and (3) to inform the companies of the results in order to begin planning for needed programs. From the 830 employers who had 50 or more employees, a stratified random sample of 400 employers responded to questionnaire interviews. Variables studied included: geographical area, company type (occupational category), employee qualities, types of positions or job categories (current numbers employed in each and one-, two-, and five-year projections), recruitment, current training, identified training needs, incentives, interest in training programs, employment of handicapped, and affirmative action plans. Findings indicated numerous training needs, primarily in the medical and industrial fields. Many of the programs currently offered needed to focus on job-entry competencies, and in other areas supplemental training was needed to upgrade and/or retrain present employees. In still other areas, no training was available. A literature review and survey methodology are discussed. Appendices contain the questionnaire and other occupational information. (Author/MB)

ED 167 228 JC 790 180

General Education Curriculum Issues for the Future in Community and Junior Colleges New England Junior Coll. Council.

Pub Date-Oct 78
Note-41p.
Pub Type - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Board of Education Role, College Curriculum, Community Colleges, *Core Curriculum, *Curriculum Development, *Curriculum Planning, Definitions, Educational Objectives, *General Education, *Junior Colleges, Liberal Arts

In October 1978, the New England Junior College Council held their fall conference to consider the future of general education in the community college. This report of the proceedings includes Richard H. Sturgeon's introductory remarks, in which he acknowledged the conference speakers and introduced the question of the survival of the core curriculum. The keynote speaker was Dr. Arthur Cohen who considered the history of general education, its various definitions and its rationale, the integrated general education curriculum at Miami-Dade Community College, and concluded with suggestions for planning a general education curriculum. A summary of John Roeuche's presentation, General Education is More than Subject Matter,'' reveals his concerns with effective learning strategies. Franklin Patterson, in his paper entitled General Education: Shall We Reinvent the Wheel or Find a New Axle?'' also sought to define general education and suggested that a core curriculum be organized around method, that is, around conceptualization, explanation, and verification. The proceedings also include the text of a discussion led by Dr. Cohen in response to the question of the different types of general education that must be made available. John C. Hoy, the Executive Director of the New England Board of Higher Education, addressed the issue of the role of the Board in his presentation. (LS)

ED 167 229 JC 790 181

Report on Counseling Evaluation Guidelines Developed by the Ad Hoc Counseling Task Force and Endorsed by the Illinois Community College Board.

Illinois Community Coll. Board, Springfield.
Pub Date-26 Jan 79
Note-21p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Career Planning, Community Colleges, *Counseling Effectiveness, Counseling Goals, *Counseling Services, Educational Counseling, *Guidance Functions, Individual Counseling, Job Placement, *Junior Colleges, *Program Evaluation, State Standards, Student Placement, Student Testing, Vocational Counseling
Identifiers-Illinois

Three years of cooperative effort by participating Illinois community colleges and the Ad Hoc Counseling Task Force resulted in the 1977 approval, by the Illinois Community College Board (ICCB), of a position paper on comprehensive counseling services and in the endorsement of guidelines in four student service areas. The ICCB supports counseling as a full partner, with instruction, in the educational development of students, and acknowledges the following professional activities as part of a comprehensive counseling program: (1) individual and goal counseling related to educational and career goals of the student; (2) academic advising; (3) human development instruction (curricular and/or co-curricular); (4) consultation and collaboration with students and faculty; (5) interest, ability, and needs assessment; and (6) appropriate referrals. Additionally, the ICCB emphasizes that counseling must be evaluated and provides guidelines for the evaluation of career planning and placement, of counseling, of academic advisement, and of student assessment and academic placement. The guidelines are expressed in terms of the purpose and goals of each of these processes, and include definitions of components and questions to be used to assess achievement of goals. (AYC)

ED 167 230 JC 790 182

Arter, Margaret H.

Assessment for Priorities for Special Projects.

Pub Date-9 Mar 79
Note-14p.; Paper presented at the Annual Conference of the California Association for Institutional Research (9th, Burlingame, California, March 9, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrator Attitudes, Community Colleges, *Educational Planning, Evaluation Methods, Information Needs, *Junior Colleges, Multicampus Districts, *Research Needs, Research Projects, *Teacher Attitudes

Recent revenue curtailments at both state and federal levels and the increasing importance of external funding have established a need to set priorities for the expansion and continuance of funded research and sponsored projects within the university or college. This study developed a set of priorities for external funding possibilities in an urban multi-unit community college district by structuring a preliminary list of funding categories and asking all faculty and administrative staff of the district (650 individuals) to identify themselves as faculty or administrative staff and to rank the priorities from one (the highest) to ten for the next five years. Of the categories (1) human services, (2) economic development/urban problems, (3) media and technology-related, (4) transfer programs, (5) health sciences, (6) student services, (7) leisure time, (8) basic skills, (9) technology education, and (10) environment/national and international affairs basic skills was ranked either first, second, or third by 64% of the responding group of 207 faculty members and administrators. Transfer programs and economic development ranked fourth and fifth respectively. Faculty priorities were much the same as the total group's, while administrators ranked economic development as first priority. The survey instrument is appended. (LS)

ED 167 231 JC 790 184

Sadler, William A., Jr.

Tapping the Potentials of Interdisciplinary Studies in a Freshman Core Program.

Pub Date- 78
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, Core Courses, *Core Curriculum, Discussion (Teaching Technique), *General Education, Humanities Instruction, *Interdisciplinary Approach, *Junior Colleges, Liberal Arts, Mathematics Instruction, Science Instruction, *Teaching Methods

As part of Bloomfield College's response to the conflict between a liberal arts tradition and careerism, with its attendant faculty, student, and curriculum problems, the Freshman Core Program was developed. One of the principle objectives of the program is to integrate liberal arts values with career education objectives. A set of four Interdisciplinary Studies (IDS) courses are required of all day students. They are supplemented by other courses, seminars, workshops, tutorials, and advising, all of which emphasize a skill/cognitive development approach. One set of courses concentrates upon literature and social sciences in a two-semester sequence; another upon math and the natural sciences. Teachers representing a variety of disciplines work together in these courses to emphasize that the disciplines have common concerns: to read material and observe carefully, to follow a theme or argument, to synthesize elements, and to express one's understanding clearly. Each sequence relies on small group discussions or laboratories, almost to the exclusion of lectures. Tightly integrated into the IDS courses is a Learning Support Workshop, which involves student assessment and placement, and provides help to those with basic skill deficiencies. The program has met many of its objectives in the area of student academic improvement. (AYC)

ED 167 232 JC 790 185

An Analysis of Associate Degree Trends at Cumberland County College, New Jersey County Colleges and U.S. Two-Year Postsecondary Institutions. Information Sheet 78-01.

Cumberland County Coll., Vineland, N.J.
Pub Date-78
Note-12p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Associate Degrees, College Graduates, *College Majors, Community Colleges, *Educational Demand, *Educational Supply, *Educational Trends, Employment Opportunities, *Junior Colleges, Manpower Needs
Identifiers-New Jersey

Results of an analysis of associate degree trends on three levels college, state, and national which may merit further study and use in program planning are presented. These results, in tabular format, show: (1) an increase in degrees and awards below the baccalaureate level; (2) a decrease in the proportion of degrees awarded for programs in the Liberal Arts and Arts and Sciences; (3) a similarity on college, state, and national levels in the proportion of degrees and awards for business-related and health-related programs; (4) an increase in the proportion of degrees and awards in public service technologies; and (5) a stable number of degrees granted in mechanical and engineering-related programs. Also supplied are the sources of data used in the analysis, an explanation of the analysis, and a comparison by the National Center for Education Statistics of the national degree data with the Department of Labor's demand/supply information from the Occupational Outlook Handbook.'' (LS)

ED 167 233 JC 790 187

Student Flow Project Recommendations. Student Flow Project, Report No. 50.

Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-31p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Research (143) () - Tests/Questionnaires (160)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cohort Analysis, Community Colleges, Dropout Rate, *Institutional Research, *Junior Colleges, *Longitudinal Studies, Multicampus Districts, *Persistence, *Research Design, School Holding Power, *Student Characteristics, Student Mobility
Identifiers-*Hawaii

Since 1975, the Student Flow Project of the Hawaii community colleges, an ongoing longitudinal study, has examined the progress of students through the community college system. It complements enrollment data with information on non-continuing students and graduates. The Project consists of three basic components: (1) admissions, which deals with the characteristics of entering students, classifying them as applicants, admittees, registrants, and no shows''; (2) enrollment, which provides demographic data on students who continue to enroll for five semesters after entry; and (3) exit, which provides data on students for each of five semesters who leave the community college either as non-continuing students or graduates. In all, 50 reports, focusing principally on Fall 1975 entering students, have been prepared as part of the Project. On the basis of these reports, a recommendation was made to continue to study student progression and persistence i.e., to study every fifth year entering group for six semesters. The proposed plan for studying Fall 1979 entering students includes the following reports: applications, admissions, and registration; survey of entering students; non-continuing student survey; student progression each semester; analysis of persistence; graduates; and employer survey. Appendices list all Flow Project reports and contain copies of the survey instruments. (AYC)

ED 167 234 JC 790 189

Horvath, Ronald J.
JCC Recruitment, Retention, Attrition Project.
Jefferson Community Coll., Louisville, Ky.
Pub Date-6 Apr 79
Note-24p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Class Activities, Class Attendance, Class Management, Classroom Environment, College Faculty, Community Colleges, Courses, *Dropout Prevention, *Faculty Advisors, Guidance Functions, *Junior Colleges, Publicize, School Holding Power, *Student Recruitment, *Student Teacher Relationship, Teacher Influence, *Teacher Role, Teaching Techniques

In an effort to reduce the class attrition rate of 40% at Jefferson Community College (JCC), and to investigate the entire process of recruitment, retention, and attrition (RRA), a series of four faculty workshops were held. The plan was to look at the RRA process from the student's point of view in terms of four phases: (1) the pre-enrollment phase includes aspects such as the school's image and facilities, public relations and public information, recruiting, and getting people to the campus; (2) the campus enrollment phase includes correspondence with prospective students, student orientation/assessment, advising, and registration; (3) the class attendance phase includes academic policies and procedures, the classroom environment and classroom management, the students, and faculty development; and (4) the post-class phase includes academic policies and procedures, and research. Reports from faculty workshops are included in this document. The first of these is a handbook of ideas to encourage student retention, which focuses on faculty/student interaction, general classroom management, and student and faculty initiated activities. The second report suggests ways in which individual faculty members and the institution as a whole can participate in student recruitment. The final report considers the role of faculty, departmental divisions, and the institution in advising new and returning students. (AYC)

Hill, Andrew Mooney, William

Methodologies Employed in a Study of Science Instructional Programs in Two-Year Colleges.

Center for the Study of Community Colleges, Los Angeles, Calif.
Pub Date-79
Note-176p.
Pub Type- Reports - Research (143) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Classification, College Curriculum, College Science, *Curriculum Research, Educational Research, Literature Reviews, *Research Design, *Research Methodology, Research Tools, *Science Courses, *Science Curriculum, Science Instruction, Surveys, Taxonomy

Obtaining accurate and reliable data on curriculum and instruction in two-year colleges poses many unique problems for institutional researchers. The methodologies presented here are those used by the Center for the Study of Community Colleges in a study of science instructional programs. The study included a curriculum component, a survey of instructional practices, and an intensive review of the literature. Methodologies were chosen or developed not only for their applicability within a two-year college context, but for their reliability and cost effectiveness. After obtaining a balanced national sample of 175 colleges, the catalogs and class schedules were inspected to develop a picture of the level of effort in the various science disciplines. A course classification system for sciences in two-year colleges was created specifically for the project. This provided an organizational structure for curriculum data collection and provided consistently applicable criteria for exclusion or inclusion of the various science'' offerings. A class section survey (85.5% response rate) was used to obtain data on instructional practices. Various search strategies were employed for the literature review. In addition to a complete description of the methodologies, the course classification system, survey instrument, and survey correspondence are all appended. (Author)

ED 167 236 JC 790 194

Statewide Plan for the Delivery of Programs and Services to Handicapped Students in Maryland Community Colleges.

Maryland State Board for Community Colleges, Annapolis.
Pub Date-Feb 79
Note-77p.; Some pages may be marginally legible
Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Access to Education, Architectural Barriers, Community Colleges, Costs, Educational Development, Enrollment Projections, Enrollment Trends, Evaluation Criteria, Financial Support, *Handicapped Students, *Junior Colleges, *Nondiscriminatory Education, Physically Handicapped, State Standards, *Statewide Planning, Student Personnel Services
Identifiers-*Maryland

The Maryland statewide plan to improve access to community college education for the state's handicapped population is presented in five parts. The first section describes the efforts to determine the current status of handicapped students in the community college, through extensive college self-analysis. These involved the development of plans for the architectural accessibility of college programs and a self-evaluation of college policies, practices, and programs to determine whether discrimination exists. This first section also states reasons to expect increased handicapped enrollments and the premises upon which the state plan is based. The second section describes specialized projects at some community colleges which reflect the current conditions in the delivery of educational services to the handicapped. The third section reviews existing funding sources, while the fourth considers enrollment trends and the prevalence of specific disabilities in the state. The fifth section contains recommendations in the areas of use of existing resources, in-service training, training aides, articulation, resource centers, auxiliary aids, costs, possible financing, and facilities modification. Appendices include Section 504 of the Rehabilitation Act of 1973, a list of courses for the handicapped, information on the planning process, definitions, and tabular data on enrollment, disabilities, and costs. (LS)

ED 167 237 PS 009 749

Cerebral Dominance and Its Psychological and Educational Implications: An ERIC Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-78-0008
Note-52p.; Not available in hard copy due to small print size
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #173, $2.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cerebral Dominance, Child Development, Educational Psychology, Educational Research, *Lateral Dominance, *Learning Processes, *Neurological Organization, *Psychological Characteristics, Psychological Studies

This abstract bibliography cites recent ERIC documents and journal articles concerning the differentiated functioning of the brain hemispheres. Entries include resumes from Resources in Education (RIE), October 1973 through December 1977, and citations from Current Index to Journals in Education (CIJE), November 1974 through December 1977. (Author/BD)

ED 167 238 PS 009 750

Family Day Care: An ERIC Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-78-0008
Note-66p.; Not available in hard copy due to small print size
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #172, $2.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Ancillary Services, *Child Care, *Child Care Centers, *Day Care Programs, *Day Care Services, Early Childhood Education, *Family Day Care, Infants, Parent Participation, Preschool Children, Program Descriptions

This abstract bibliography cites recent ERIC documents and journal articles concerning family day care. Many entries also discuss other types of day care. Entries include resumes from Resources in Education (RIE), February 1976 through December 1977, and citations from Current Index to Journals in Education (CIJE), September 1976 through December 1977. Additional references to books, periodicals and audiovisual materials related to family day care but not available through ERIC are listed at the end of this bibliography. (Author/BD)

ED 167 239 PS 009 787

Parent Education: An ERIC Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-78-0008
Note-80p.; Not available in hard copy due to small print size
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #175, $2.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, *Child Development, *Child Rearing, Educational Objectives, Educational Programs, Family Health, Family Life Education, *Parent Education, *Parenthood Education

This bibliography cites recent ERIC documents and journal articles concerning the education of parents and prospective parents. A broad range of parental concerns including child rearing, child development, health and school performance are dealt with. Citations are drawn from Resources in Education (RIE), May 1976 through December 1977, and Current Index to Journals in Education (CIJE), November 1975 through December 1977. (Author/BD)

ED 167 240 PS 009 788

Children's Rights and Child Advocacy: An ERIC Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-78-0008
Note-74p.; Not available in hard copy due to small print size
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #174, $2.50)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agency Role, *Child Advocacy, *Childhood Needs, *Child Welfare, Civil Liberties, Community Role, *Institutional Role, *Parent Responsibility, *School Responsibility

This abstract bibliography cites recent ERIC documents and journal articles concerning the rights of children in relation to the home, the school and other institutions and advocacy for children. Entries include resumes from Resources in Education (RIE), January 1974 through December 1977, and citations from Current Index to Journals in Education (CIJE), November 1975 through December 1977. (Author/BD)

ED 167 241 PS 010 330

Watkins, Charlotte H., Comp.

Day Care Update: Programs, Policy and Research. An ERIC Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-400-78-0008
Note-48p.
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #182, $3.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Care Centers, *Day Care Services, Early Childhood Education, *Parent Participation, *Policy Formation, *Program Planning, Staff Role
Identifiers-Information Analysis Products

This abstract bibliography cites approximately 100 ERIC documents and journal articles, all dating from 1977 or 1978, concerning day care for children. Seven broad topics are covered: program planning and management; staff characteristics, roles and training; parent values and involvement; special types of day care (including school age day care, infant/toddler day care, drop-in or crisis care, and campus day care); research on the effects of day care on children; federal and state policies and standards; and day care in countries other than the United States. Each document or article is listed under its major focus, although it may include information on one or more of the other topics as well. Document citations, drawn from ``Resources in Education (RIE),'' include abstracts of up to 200 words. Article citations are drawn from ``Current Index to Journals in Education (CIJE)''; most include brief annotations. Information for obtaining each document or article is provided either in the citation or at the end of the bibliography. (Author/MP)

Judson, Stephanie, Comp.
A Manual on Nonviolence and Children.
Friends Peace Committee, Philadelphia, Pa.
Pub Date-77
Note-158p.
Available from-Nonviolence and Children Program, Friends Peace Committee, 1515 Cherry Street, Philadelphia, Pennsylvania 19102 ($5.00, plus $0.50 postage and handling)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Changing Attitudes, *Children, Childrens Books, Childrens Games, *Conflict Resolution, Elementary Education, *Humanistic Education, Parent Participation, Self Concept, Skill Development, Staff Meetings, *Teaching Methods, *Violence
Identifiers-*Nonviolence and Children Programs, Quakers, *Reevaluation Counseling

This manual on teaching children non-violent attitudes and the skills for non-violent conflict resolution suggests teaching activities and methods, describes classrooms in which these methods have been employed, and explains the underlying theory of conflict resolution. The first part of the manual, an outgrowth of the Friends' Nonviolence and Children Program, presents the theory (based on reevaluation counseling) and suggests teaching methods in terms of (1) the affirmation of self and others, (2) sharing information and experiences, (3) conflict

resolution, and (4) problem-solving approaches. The second part gives actual examples and personal accounts of how the theory has been used in several schools and discusses additional procedures for creating a non-violent atmosphere: meeting facilitation, staffings, and parent support groups. The manual concludes with a bibliography of appropriate children's books and descriptions of cooperative games are included. (BH)

ED 167 243 PS 010 355

Children with Special Needs in Day Care: A Guide to Integration (A Guide for Integrating Developmentally Delayed Children Into Regular Day Care Services).

National Inst. on Mental Retardation, Toronto (Ontario).
Spons Agency-Canadian Association for the Mentally Retarded, Toronto (Ontario).
Pub Date-78
Note-117p.
Language-English; French
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Day Care Programs, Developmental Disabilities, Early Childhood Education, *Exceptional Child Services, *Handicapped Children, Infants, Labeling (of Persons), *Mainstreaming, Normalization (Handicapped), Parent Participation, Special Education
Identifiers-*Canada

This handbook (written in English and French) provides guidelines for integrating children with special needs into regular day care programs and discusses the need for a network of social services for these children and their families. The guide explains (1) the rationale for mainstreaming and the advantages and disadvantages of categorizing special needs; (2) the main components of early developmental programs; (3) different forms mainstreaming can take and the major factors in instituting mainstreaming in a day care facility; and (4) how to structure a program for developmentally delayed children within a regular early childhood service and how to monitor the mainstreaming process. A checklist for assessing the quality of integrated preschool programs is included and examples are given of services (in addition to day care and preschool programs) which would comprise a total network of resources for children with special needs and their families. The guide concludes with a discussion of the directions in which service for handicapped children should go (e.g., inter-agency coordination). A resource section with references to printed and audiovisual materials and an appendix listing Canadian organizations for handicapped persons are included. (BH)

ED 167 244 PS 010 377

Honig, Alice S. And Others

Personal Social Adjustment of School Children After Five Years in a Family Enrichment Program.

Pub Date-Apr 78
Note-16p.; Paper presented at the Biennial Southern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Gains, Achievement Rating, Early Childhood Education, *Enrichment Programs, *Family Programs, Grade 1, Kindergarten Children, *Preschool Programs, *Program Effectiveness, Research, *Social Adjustment, Stress Variables
Identifiers-*Achievement Loss

This study explores the problem of maintaining personal-social gains made by children in a long-term family enrichment day care and home visitation program for low income, mainly single-parent families. A prior study of program participants at 3 years of age indicated that they compared favorably to matched contrast children in other preschool programs on several dimensions of Emmerich's Observer Ratings of Personal-Social Behaviors (EORP-SB). Subsequent follow-up studies of 37 kindergarten and 20 first grade children with the EORP-SB showed that at first grade a new set of behaviors emerged among program graduates, and that preschool program gains which remained evident in the kindergarten sample were declining among first grade program graduates. In particular, program children in preschool and kindergarten smiled and laughed more than their matches, while in first grade the contrast group smiled more. Further, the first grade children who were program graduates seemed to seek adult attention in negative as well as positive ways. It is concluded that the transition between preschool program teacher interaction styles and elementary school classroom conditions may be too stressful for many young children, particularly for children from at-risk families. Institutional changes may be necessary if preschool enrichment program gains are to be maintained. (Author/RH)

ED 167 245 PS 010 383

Machlis, Gary McDonough, Maureen
Children's Interpretation: A Discovery Book for Interpreters.
Washington, Univ., Seattle. Coll. of Forest Resources.
Pub Date-78
Note-34p.
Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 024-005-00713-0, $1.50)
Pub Type- Guides - General (050) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age Differences, *Children, *Cognitive Development, Group Guidance, *Parks, *Physical Development, *Program Development, Program Planning, *Recreational Activities
Identifiers-*Interpretative Programs

The purpose of this paper is to provide information on child psychology and child development which could be useful to persons planning interpretive programs for children in public parks and recreation areas. Aspects of physical, cognitive and social developmental processes in children of different ages are described briefly and specific examples are given relating these concepts to park programs. (MP)

ED 167 246 PS 010 384

Pisani, David N.

Efficient Implementation Through Systematically Designed Selection Criteria (Transitional I Class).

Pub Date-Nov 78

Note-43p.; Introductory Practicum Report, Nova University; Not available in hard copy due to print quality

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Identification, *Kindergarten Children, *Learning Readiness, *Placement, Practicums, Primary Education, Referral, *Resource Room Programs, School Readiness Tests, *Screening Tests

Identifiers-*Screening Criteria

This document describes the design and implementation of a screening procedure for a first grade readiness class which was receiving inappropriate referrals. The class was intended to serve normal children between kindergarten and first grade who seemed to need an extra year of maturation. Because students who exhibited discipline, emotional and learning problems had been placed in the readiness class, students who might have benefited from the extra year of maturation were sent to regular first grades where they encountered much difficulty. To ensure more appropriate placement, new referral procedures and forms were developed. Psychologists' recommendations, teachers' opinions (concerning student readiness, maturity and anticipated gains from placement in the program) and scores on the Slosson Intelligence Quotient Test (SIQT) and the Meeting Street School Screening Test (MSSST) were used to select candidates for the program. Staff communication and continuity between kindergarten and the readiness class were improved. Eighteen of 26 referred students were selected for a redesigned readiness program which emphasized language and motor skills and a learning centers approach. A program validation effort utilized pre- and posttesting with the MSSST and pretesting with the SIQT. It was concluded that all referred students were assigned to the most appropriate classes and no monies were misdirected. Cost benefits of the screening program are indicated. Screening program materials and forms are appended. (RH)

ED 167 247 PS 010 387

Families and Family-Institution Transactions in Child Development: An Analysis of the Family Research Program of HEW's Administration for Children, Youth, and Families. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn. Center for Community Studies.; Vanderbilt Univ., Nashville, Tenn. Center for the Study of Families and Children.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-1 Apr 78

Contract-105-77-1045

Note-119p.

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Child Development, *Child Rearing, *Family (Sociological Unit), *Family Programs, Family Relationship, Intervention, *Program Development, Research Needs

Identifiers-*Recommendations

The purpose of this report is to help advance the family research program of HEW's Administration for Children, Youth, and Families (ACYF) by (1) surveying and analyzing selected literature and recent research on the family and (2) drawing implications for future research program development. Chapter 1 attempts to conceptualize the historical antecedents of the modern family by reviewing the history of research efforts in this area. Chapter 2 describes the methods used to obtain the relevant universe of family research studies for this report. Findings and conclusions drawn from the research are presented in Chapter 3. The studies examined are grouped into three major categories: child rearing and intrafamilial relationships; intervention into individual and family development; and family-institution relationships. Each group of studies is discussed in terms of: history of research; ACYF research relative to that of other agencies; what is known and with what degree of confidence; promising hypotheses and program implications. The final chapter contains recommendations for future efforts in the area of research on children, youth and families. These recommendations fall into three categories: (1) conceptual and theoretical foundations, (2) research and program development, and (3) methodological and technical assistance. (Author/MP)

ED 167 248 PS 010 391

Field, Dorothy

Can Preschool Children Really Learn to Conserve?

Pub Date- 78
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cognitive Ability, *Cognitive Development, Cognitive Processes, Concept Formation, *Conservation (Concept), Developmental Stages, Early Childhood Education, Generalization, Learning Readiness, Learning Theories, *Preschool Children, Retention
Identifiers-*Piaget (Jean)

Two studies explored the possibility of inducing conservation understanding in intellectually normal preschoolers and mildly mentally retarded children of comparable mental age. Retarded children, MA 3-10 to 5-0, received Verbal Rule instruction. Three- and 4-year-old children were given Verbal Rule training in a 2 x 2 x 2 factorial design intended to probe the importance of identity, reversibility, and compensation explanations in training number and length concepts, replicating an earlier study of retarded children (Field 1977). Results showed that both groups made considerable progress. Experiment I shows that many 4-year-olds can conserve, even when measured by Piaget's strictest criteria. Each group performed very similarly to older retarded and nonretarded children, except that the younger groups were not able, on average, to conserve as many quantities. It was found that the effects of MA and CA are different for immediate and the long-term posttests. Four-year-old children were able to generalize to untrained quantities far better than 3-year-olds, however, and in a follow-up posttest given 2 /12 to 5 months later, those children who had generalized, maintained or increased their conservation understanding while almost all 3-year-olds reverted to nonconservation. The studies reported extend downward about one year the age at which stable conservation can be achieved. (Author/RH)

ED 167 249 PS 010 395

Visher, Emily B. Visher, John S.

Stepfamilies: A Guide to Working with Stepparents and Stepchildren.

Pub Date-79

Note-280p.

Available from-Brunner/Mazel, Publishers, 19 Union Square, New York, New York 10003 ($15.00)

Pub Type- Books (010) - Guides - General (050)

Document Not Available from EDRS.

Descriptors-Children, *Counselor Role, Divorce, *Family Counseling, *Family Problems, *Family Relationship, Family Structure, Intervention, *Parent Child Relationship, Parent Counseling, Parents

Identifiers-Family Therapy, *Stepfamilies, Stepparents

This book reviews current knowledge about stepfamilies and presents a guide to clinical intervention with stepparents and stepchildren facing problems in the stepfamily situation. The first three chapters of the book examine the cultural and structural characteristics of stepfamilies and the available research on remarriages. Chapters 4 - 7 describe the stepparent roles and some of the therapeutic techniques which can be used to help both the natural parents and the stepparents handle problems and emotional stress. Chapters 8 and 9 focus on the recoupling'' process and on helping the new couples cope with internal and external pressures. The role of the children in stepfamilies is discussed in Chapter 10, and techniques for working with stepchildren in various age groups are described in Chapter 11. The final chapters of the book describe the use of family therapy techniques with the stepfamily as a working unit. The appendices include suggested behavioral guidelines for stepfamilies and an annotated list of references which can be used as additional resources. (BD)

ED 167 250 PS 010 396

Holdnak, Mildred Walden

An Analysis of Campus Child Care Centers in the State-Supported Colleges and Universities of Florida.

Pub Date-Dec 78

Note-89p.; Master's Thesis, Florida State University

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Administrator Attitudes, *Child Care Centers, *Colleges, Day Care Services, Early Childhood Education, Financial Support, Higher Education, *Institutional Characteristics, Program Content, Questionnaires, Research, *State Surveys, *Universities

Identifiers-*Florida, Staff Educational Level

Objectives of this master's thesis were to analyze the status of existing day care centers at state supported colleges and universities in Florida in terms of purposes, funding, policies and policy making, staffing, program content for children, training experiences offered to college students and benefits of the center to the sponsoring institution. An additional purpose was to identify the attitudes of college and university administrators toward the establishment of campus child care centers in those institutions where centers did not exist. It was hypothesized that there were no significant differences in the existence of a campus child care center in relation to urban or rural locale, level (university or junior college), student body size, and date established. A 33-item questionnaire was directed to the deans of student affairs or their nearest counterparts. The data sample was composed of the representatives of the 42 campuses which responded to the questionnaire. Chi-square analysis was performed. The null hypothesis was not rejected. Tables describe the sample by level and response, summarize the relations of institutional characteristics and centers, indicate type and source of center funding, give the educational level of directors and teachers, outline program content, and present administrators' reasons for not sponsoring a child care center. (Author/RH)

ED 167 251 PS 010 397

Goldberg, Susan And Others

Feeding, Fussing and Play: Parent-Infant Interaction in the First Year as a Function of Early Medical Problems.

Pub Date-79
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Child Development, Child Rearing, Developmental Tasks, Diabetes, *Infant Behavior, Infants, *Interaction Process Analysis, Neonates, *Parent Child Relationship, Performance Factors, *Physical Health, Play, *Premature Infants, Stranger Reactions

This longitudinal study investigated the relationship of stress arising from medical problems of newborns to parent-infant interaction through the infant's first year. Significant interactive differences between full term and premature infants were found in feeding situations during the neonatal period and in floor play at eight months. The sample of 40 parent-infant dyads was divided equally among full term, healthy preterm, and sick preterm infants, and infants of diabetic mothers. Each dyad was observed eight times (in hospital, home, and laboratory settings). On the hypothesis that medical problems would create stress leading to interactive difficulties, it was predicted that full term infants would have the fewest interactive problems and there would be increasing problems for healthy preterm infants, sick preterm infants, and infants of diabetic mothers, respectively. The Bayley Scales of Infant Development and the Brazelton Neonatal Assessment Scale were used to gauge infant behavior and interaction with parents and strangers, the experimenters. With the exception of the infants of diabetic mothers group, whose ordering was inconsistent, the relative position of the groups on each measure was consistent with the hypothesized continuum. In feeding situations, there were significant differences during the neonatal period which diminished at four months. In the 15-minute floor play sessions, there were significant group differences at eight months, diminishing at 12 months. The see-saw pattern of increasing and decreasing differences among the groups, and alternative interpretations of this pattern are discussed. It is suggested that the group differences indicate that it may be more difficult to care for preterm infants than full term infants. (Author/BH)

ED 167 252 PS 010 400

Constitutional Rights of Children. Prepared for the Subcommittee on the Constitution of the Committee on the Judiciary, United States Senate, by the American Law Division, Congressional Research Service of the Library of Congress.

Library of Congress, Washington, D.C. Congressional Research Service.
Spons Agency-Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
Pub Date-Dec 78
Note-41p.; Not available in hard copy due to small print size of some pages
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Child Advocacy, *Childhood Needs, Children, *Civil Liberties, *Constitutional Law, Federal Government, Government Publications, Parent Role, *Supreme Court Litigation, *Trend Analysis

This paper reviews the rights of children as defined by the Constitution of the United States and summarizes a series of Supreme Court decisions which have defined the protections afforded to children by the Constitution. A short historical overview of the legal status of children is provided as background for the report. It is suggested that the determination of children's rights is complicated by litigation holding that the interests of parents in guiding and directing their minor children are also protected by the Constitution. Most of the recent Supreme Court decisions, however, have dealt with the power of the government as it affects the rights of children and their parents. These decisions suggest that children in juvenile delinquency proceedings are granted considerable due process and that students are to enjoy freedom of speech and press as long as the educational process is not disturbed. Decisions regarding school disciplinary actions, however, are less consistent. Current litigation involving areas such as abortion, contraception, and institutionalization will help to clarify children's rights in cases involving parent-child conflicts. In analyzing the future of children's rights litigation, the government's greater authority over children in comparison with adults, is emphasized. The paper suggests that children's rights cases will continue to be decided on an issue-by-issue basis rather than through a more unified or synthesized approach. (BD)

Beaty, Janice J.

Early Childhood/CDA Learning Modules: A Competency-Based Training Program for Classroom Personnel in Preschool Programs.

Spons Agency-Elmira Coll., N.Y.
Pub Date-74
Note-145p.; Parts may not reproduce clearly due to print quality
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Child Care Workers, Class Management, Early Childhood Education, Educational Objectives, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-*CDA, Child Development Associate

This training manual for early childhood CDA candidates provides 21 learning modules on the following subjects: field trips, books, parent involvement, setting up the classroom, the role of play, creative expression (art), preschool science, cooking, self-image, large motor development, speaking and listening skills, daily program planning, small motor coordination, creative expression (music), health and safety, preschool math, discipline and self-control, pre-reading skills, individual child within the group, teamwork in the classroom, and observing and recording children's behavior. Each module establishes general and specific objectives for the trainee, identifies related resource materials (such as films, books and multimedia packages), suggests learning activities, provides guides for trainee assessment, and offers question sheets based on the suggested resource materials. Basic CDA competency areas are listed. A checklist of classroom competencies which are keyed to both basic competency areas and related learning modules is provided. Slide-tape programs to be used with each module are listed, and addresses of sources of slides and filmstrips are indicated. (RH)

ED 167 254 PS 010 404

Forsberg, Sara J. And Others
Comp Curriculum Guide.
Pennsylvania State Univ., University Park.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-G007402712
Note-115p.; For related document, see PS 010 428
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Behavioral Objectives, *Behavior Change, Course Evaluation, *Curriculum Development, *Developmental Tasks, Handicapped Children, Infants, *Lesson Plans, Preschool Education, Reinforcement, Reinforcers, Teaching Methods, *Teaching Procedures
Identifiers-*Project HICOMP

This curriculum guide describes and gives procedures for implementing the Comp Curriculum, which is composed of objectives categorized by age (birth to 5) and domains of developmental tasks (communication, self care, motor and problem solving), for handicapped and nonhandicapped children. (The objectives themselves are listed in a separate volume.) The sub-division of domains into specific behavioral objectives is discussed. The section on implementing the curriculum deals with: (1) writing teaching plans and (2) using the curricular format, together with detailed guidelines for (3) strategies for employing the curriculum, (4) evaluation of whether the objectives have been learned, and (5) reinforcement procedures. The relationship between developmental assessment and the curriculum is explained. Appendices provide forms for lesson plans and goals. (Author/BH)

ED 167 255 PS 010 405

Nichols, Irene A. Shauffer, Carole B.

Informed Consent in Research with Children: A Piagetian Approach.

Pub Date-Jun 76
Note-35p.; Paper presented at the Annual Symposium of the Jean Piaget Society (6th, June 11-12, 1976) ; Not available in hard copy due to marginal legibility of original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Children, *Codes of Ethics, *Cognitive Ability, Developmental Stages, *Ethics, Prosocial Behavior, *Research
Identifiers-Childrens Rights, *Informed Consent, *Piaget (Jean)

The ethical codes for experimentation adopted by most professional organizations include references to the requirement that subjects be given at least minimal information about their involvement in research, but are generally silent on the necessity of ascertaining whether or not subjects sufficiently comprehend the information given. For moral, legal, and pragmatic reasons the issue of comprehension is particularly important when the potential subjects are children. A survey of ethical codes reveals that most of them sidestep the issue by relying on parental consent alone. When in some instances they attempt to cope with the problem, the usual solution to determining whether or not children are able to understand enough to consent is to designate the common law age of discretion'' of seven years as the standard. This paper proposes an alternative standard, the child's cognitive competence. It specifies the cognitive abilities of children necessary to comprehend the information which codes require researchers to give subjects. Using a Piagetian schema, the paper analyzes the nature of these cognitive abilities and how they develop. Minimal procedures for insuring that informed consent has been obtained from children are outlined. (Author/RH)

ED 167 256 PS 010 406

Nicholson, Joanne Standley, Kay

A Method for Naturalistic Observation of the Childbirth Environment: With Application to Theory Building and Research.

Pub Date-Oct 78

Note-22p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Birth, Medical Research, *Models, Mothers, *Observation, *Perinatal Influences, Pregnancy, Prenatal Influences, *Research Methodology, *Research Proposals, Research Tools, Theories

Identifiers-*Childbirth Environment, Time Sampling

An instrument for naturalistic observation in the childbirth environment is presented. Observable features of the parturient woman's physical state, stimulus contact she experiences, and themes of conversations with the woman are recorded using a system of categories to time-sample in cycles of 30 seconds for observing followed by 30 seconds for recording. A conceptual model is presented which highlights data provided by the childbirth observation instrument. The focus of the model is maternal coping during labor and delivery and postpartum evaluation of the experience. The model emphasizes interactions between individual physiological and psychological characteristics and physical and social environmental characteristics. The childbirth model encompasses general determinants of childbirth behavior, cognitive appraisal of childbirth, the woman's psychophysiological adaptability, childbirth environment stimuli, and the outcomes of childbirth competence and postpartum childbirth affect. Sample variables are suggested for each component of the model. Relationships to be tested are outlined in sets of sample hypotheses. Additional research applications of the childbirth observation instrument are discussed. (Author/RH)

ED 167 257 PS 010 407

Aschbacher, Pamela Robinson

Effects of Achievement Standards and Self-Rewards on Children's Task Mastery.

Pub Date-Apr 79

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Contingency Management, *Learning Processes, *Preschool Children, *Reinforcement, Reinforcers, *Self Reward, Task Performance

Identifiers-*Achievement Standards

This study of self-reinforcement in children's learning looks at two key variables in the self-reinforcement process: the type of reward available and the level of achievement requisite for reward. The study was conducted to clarify the relative efficacy of self-dispensed verbal and tangible rewards for learning. The study also attempted to replicate previous findings regarding the effects of different minimum performance standards on learning rate. The performance of 69 preschool children (aged 4 1/2-5 1/2) on a discrimination learning task had to meet one of three standards to deserve a reward: chance level, 100% correct, or continued improvement. Self-dispensed rewards were either praise or tokens exchanged for small prizes. A control group learned the task sans standard or reward. Children learned faster when they rewarded themselves with tokens than with praise. Results reflect a developmental view of reinforcer effectiveness. Previous findings regarding performance standards were not replicated. The internal standards of many children superseded the experimenter-set standards for performance. (Author/RH)

ED 167 258 PS 010 408

Randhawa, Bikkar S. And Others

Developmental Perceptual Exploration and Organization.

Pub Date-Apr 79

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Age Differences, Cognitive Processes, *Elementary School Students, *Perceptual Development, Pictorial Stimuli, *Preschool Children, *Sex Differences, *Visual Perception

Identifiers-*Perceptual Exploration

This study investigated the process of perceptual exploration and organization of children as a function of age and sex in two experiments. In Experiment I, 3- to 5-year-old children named the pictures of nine familiar objects arranged in 3 x 3 matrices (exploration tasks) and indicated preference for objects represented in pairs (pair-completion tasks). A measure of sequential organization was obtained. Responses were categorized into six patterns of exploration: nonsystematic, right to left, left to right, complex pattern, top to bottom, and bottom to top. Results indicated systematic developmental trends. Analysis of variance revealed that the tendency to use sequential organization increased with age and that this effect was dependent upon sex. In Experiment II, 5- to 8-year-old children named the pictures of nine objects and 25 objects arranged in square matrices and constructed arrays in a 4 x 4 grid. The added construction task eliminated the verbal and linear aspects of the exploration task. Results of the exploration task in Experiment II supported the earlier findings. In the construction task, developmental increases with age were not found. On both kinds of tasks, the children tended to organize the matrix in the left to right pattern even when no organized pattern was required for task completion. A cognitive explanation of these findings was preferred over a psychomotor explanation. (Author/RH)

ED 167 259 PS 010 409

Suelzle, Marijean And Others

Child Care: Family Support, Welfare and Education?

Spons Agency-Russell Sage Foundation, New York, N.Y.
Pub Date-21 Oct 78
Grant-6080-117
Note-28p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 21, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Care Centers, *Decision Making, Early Childhood Education, *Educational Attitudes, *Family Role, *Parent Attitudes, Policy Formation, Question Answer Interviews, Social Environment, Socialization, *Welfare Services
Identifiers-*Program Selection

The relative importance of family support, welfare, and educational factors as determinants of the child care decision making process was examined through unstructured interviews with parents whose children were enrolled in a variety of child care programs in Evanston, Illinois. Child care arrangements examined included nursery schools, family day care homes, centers operated by voluntary associations, and day care centers operated by the community and state. Parents were interviewed in groups of two to five persons in a four-week period. Data from nine group interviews involving 33 people indicated that family support factors predominated in terms of importance. Parents' decisions regarding choice of child care programs were highly influenced by the belief that both parents and children need multiple relationships outside the nuclear family. Cost, convenience (location and transportation), and hours of operation were of secondary importance to the type of family support environment desired. Parents sought a learning environment which would assist children in developing a degree of social competence appropriate for their ages and stages of development. Cognitively oriented programs with uniform prescribed sets of activities were clearly not desired. Parents desired a social environment comprised of a sexually, racially, and economically balanced group. It is suggested that the qualities desired by parents in the programs selected be utilized for focusing on policy issues to be addressed in the future. (CM)

ED 167 260 PS 010 411

The New York City Infant Day Care Study: A Comparative Study of Licensed Group and Family Infant Day Care Programs and the Effects of These Programs on Children and Their Families. Final Report.

Medical and Health Research Association of New York City, Inc., N.Y.; New York City Agency for Child Development, N.Y.; New York City Dept. of Health, N.Y.

Spons Agency-Carnegie Corp. of New York, N.Y.; Child Development Services Bureau (DHEW/OCD), Washington, D.C.; Fund for the City of New York, N.Y.; Office of Child Development (DHEW), Washington, D.C.
Pub Date- 79
Grant-MC-R-360011
Note-214p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Age Differences, *Child Care Centers, Comparative Analysis, *Day Care Services, Early Childhood Education, Economically Disadvantaged, *Family Day Care, Family Role, Health Needs, Individual Development, *Infants, Nutrition, Policy Formation, Psychological Characteristics
Identifiers-*New York (New York)

This paper describes a longitudinal comparative study of group and family day care for infants in New York City. Approximately 400 infants from low income, predominantly Black or Hispanic families enrolled in publicly or privately funded, community-sponsored day care programs participated in the study from the time they entered the programs (between 2 and 31 months of age) until they reached approximately 3 years of age. Testing for the study was carried out when the children were approximately 6, 12, 18, and 36 months of age. These children were also compared with a control group of children who entered a day care program between 2 1/2 and 3 years of age. The group and family infant programs were studied and compared in three major areas: (1) children's nutrition, physical health, and growth; (2) children's psychological development (social and cognitive); and (3) family development (the impact of the program on the family). Study results suggested better nutrition and health care for infants in group programs as compared to those in family day care. In terms of psychological development, when differences between the groups did occur, they generally favored the family programs over group day care. On Stanford-Binet performance at 3 years of age, however, the group care children obtained significantly higher scores. The study revealed no significant differences in family development between the groups. Specific policy recommendations for improving infancy day care are included at the end of the study. (BD)

ED 167 261 PS 010 412

The Design and Implementation of a Formative Evaluation Study for the Child and Family Resource Program. Executive Summary. Final Report.

Development Associates, Inc., Arlington, Va.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Sep 75
Contract-HEW-OS-74-274
Note-9p.; Filmed from best available copy; For related documents, see ED 121 430-442
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Problems, *Demonstration Projects, Early Childhood Education, *Formative Evaluation, Pilot Projects, Problem Solving, *Program Coordination, *Program Development, *Program Evaluation, Staff Role
Identifiers-*Project Head Start

This executive summary of the final report of the formative evaluation of the Child and Family Resource Program (CFRP) demonstration projects recommends that the Office of Child Development (OCD): (1) assign a full-time OCD project manager to the demonstration in the early stages of the project; (2) implement a systematic approach to assure that all information and administrative procedures required to make informed management decisions are available to the national OCD program planning/implementation staff; (3) implement grantee selection procedures that are responsive to the intent of the demonstration program; and (4) coordinate with and involve the regional offices early in the planning process. The CFRP is described. Principal tasks and objectives of the evaluation effort are indicated, and the methodology of the formative evaluation is overviewed. Results in the program areas of planning, startup and implementation phases are summarized. Some results of the study are indicated below. Extensive Head Start personnel influence on program planning and startup was found. Proposal preparation time was insufficient. Maintaining qualified staff was a chronic problem. In all CRFPs the key staff positions were the Home Visitors or Family Advocates who worked directly with the families. Whether key staff were professional or non-professional affected the

services provided to clients. Family recruitment was a continual program task. (Author/RH)

ED 167 262 PS 010 414

McHale, Magda Cordell And Others
World of Children.
Population Reference Bureau, Inc., Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Jan 79
Note-58p.; Parts may be marginally legible due to colored background
Available from-Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue, N. W., Washington, D.C. 20036 ($1.50, single copy; $1.25 each, 2-49 copies; $1.00 each, 50 copies or more)
Journal Cit-Population Bulletin; v33 n6 Jan 1979
Pub Type- Reports - General (140) - Journal Articles (080)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, *Child Advocacy, *Childhood Needs, Child Responsibility, *Demography, Employment, *Futures (of Society), Global Approach, Health Needs, Housing Needs, Nutrition, Population Distribution, Rural Urban Differences, *Socioeconomic Influences, *World Affairs
Identifiers-*Childrens Rights

This bulletin takes a broad view of children in history, their current problems and needs throughout the world, and directions to be taken for fulfilling those needs. The world population of children under age 15 is projected to increase by 500 million to 1.9 billion in the year 2000. Despite the bonds created by global communications, large disparities still exist between the 80 percent of the world's children now in less developed regions and those in the more developed world in terms of health, education, food, shelter, water, sanitation, and possibilities for achieving their full potential and rights as human beings. Closing this gap can best be done by the low-cost, basic services approach (pioneered by United Nations agencies and several developing countries) which involves the participation of the people concerned at the community level in an integrated development approach, supplemented by action at the national level to change laws and policies which still prevent worldwide implementation of the 1959 U.N. Declaration of the Rights of the Child. Action is also needed in more developed countries on the growing problems created for children by such factors as changes in the family, increased women's employment, the prolongation of adolescence, remaining pockets of poverty, and affluence itself. (Author/RH)

ED 167 263 PS 010 415

O'Connell, Dorothy, Comp. And Others
Research Relating to Children. Bulletin 39: March 1977-August 1977.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-OCD-CB-02
Note-205p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-092-0025-1, $4.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Adolescents, *Annotated Bibliographies, Child Abuse, *Child Development, *Children, Cultural Factors, Delinquency, Educational Research, Exceptional Child Research, Family Relationship, Health Services, Infant Behavior, Longitudinal Studies, *Research Methodology, *Research Projects, Social Services, Socioeconomic Influences

This bulletin includes reports of research which were in progress or had just been completed in the period from March 1977 through August 1977. Each entry includes information concerning the investigator, purpose, subjects, methods, duration, cooperating groups, and findings (if available). The reports are listed under several topical headings: (1) Long-Term Research, (2) Growth and Development, (3) Special Groups of Children, (4) The Child in the Family, (5) Socioeconomic and Cultural Factors, (6) Educational Factors and Services, (7) Social Services, and (8) Health Services. In addition to the reports on research, a selective bibliography on cognitive aspects of reading and mathematics learning is included. These references pertain to the ways in which cognitive development, cognitive processes, and cognitive style influence reading and mathematics learning. References include ERIC documents, journal articles, and dissertations. (RH)

ED 167 264 PS 010 417

Robinson, Nancy M. And Others

A World of Children: Daycare and Preschool Institutions.

Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-79
Note-250p.
Available from-Brooks/Cole Publishing Company, Monterey, California 93940 (Paper, $8.95; no shipping/handling charges on prepaid orders)
Pub Type- Books (010) - Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Administrator Responsibility, *Child Care, Cross Cultural Studies, *Day Care Programs, Day Care Services, Delivery Systems, Educational Alternatives, Foreign Countries, *International Studies, *Objectives, Policy Formation, *Preschool Education, *Public Policy
Identifiers-England, Europe, North America, Scandinavia, USSR

This book looks at major issues in day care and child care services from an international perspective, argues for a national child care policy, and makes recommendations for action. The first two chapters provide the context for the current issues in child care in terms of the history of child care, the need for child care outside the home, the nature of and changes in American family life, and the idea that child care should be educational, not merely custodial. Chapter III discusses the potentially conflicting goals of day care for parents, children, and society. Chapter IV identifies the different forms child care can take, including in-home care, and the advantages and disadvantages of each. Chapter V describes the Latin-European, Scandinavian, Socialist, and Anglo-Saxon Models of child care with an eye toward their possible application to the American setting. Chapter VI analyzes the problems which arise from the fragmentation of administrative and organizational responsibility and draws implications for the delivery of child care services. Chapter VII deals with differences among day care programs in size, organization, and staffing, and surveys the opinions of professionals on these issues. In Chapter VIII there is a comparison of existing programs along a number of dimensions, e.g., individual or group orientation, at the levels of both general approaches and specific goals. Chapter IX presents the authors' conclusions and recommendations for a total national child care policy. A bibliography and photographs of child care facilities and activities around the world are included. (BH)

Levenstein, Phyllis
The Parent-Child Network: The Verbal Interaction Component.
Verbal Interaction Project, Freeport, N.Y.
Spons Agency-Carnegie Corp. of New York, N.Y.; Children's Bureau (DHEW), Washington, D.C.; Foundation for Child Development, New York, N.Y.
Pub Date-20 Jun 78
Note-25p.; Paper presented at the International Conference on Parents and Young Children (St. Louis, Missouri, June 20, 1978); For related documents, see ED 146 306, ED 156 361, and PS 010 419
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Rating Scales, Correlation, Economically Disadvantaged, *Elementary School Students, *Emotional Development, Home Programs, *Interpersonal Competence, Low Income Groups, Models, Mothers, Parent Child Relationship, Parent Influence, *Parent Role, *Preschool Children, Program Effectiveness, Social Development, *Verbal Communication
Identifiers-*Verbal Interaction Project

This presentation reports research findings which link children's social-emotional skills at ages 4 and 6 to concurrent and antecedent verbal interaction behaviors of their mothers. Forty-five low-income mothers and children who voluntarily participated in the Mother-Child Home Program of the Verbal Interaction Project from 1972 to 1974 were assessed by home visitors who modeled interactive skills in home play sessions centered around gifts and toys and books. Mothers were rated on behaviors related to verbal interaction, nurturance, encouragement of autonomy, and parental controls. Children were rated on task and cognitive orientation, independence, cooperation, and emotional stability. At age 4, children's behavior traits were found to correlate significantly with aspects of their mothers' verbal interactions with them. Almost all child task orientation and cognitive orientation measures were linked to mothers' verbal interactions. The children were later assessed at age 6 among classmates in school settings by teachers who used the behavior rating instrument previously employed. Many correlations between mother's verbal interaction measures obtained when the children were age 4 and measures of the children's behavior at age 6 were found. Three kinds of antecedent verbal interaction had continuing influence: mother responds verbally to child's request, tries to converse with child, and verbalizes reasons for obedience. (Author/RH)

ED 167 266 PS 010 419

MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project.

Verbal Interaction Project, Freeport, N.Y.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-12p.; For related documents, see ED 146 306, ED 156 361, and PS 010 418
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Elementary School Students, Home Programs, Interpersonal Competence, Low Income Groups, Parent Influence, *Parent Role, *Preschool Children, Program Effectiveness, *Program Validation, Social Development, *Verbal Communication
Identifiers-*Verbal Interaction Project

This report to the Joint Dissemination Review Panel of the Office of Education and the National Institute of Education provides an overview of the Mother-Child Home Program of the Verbal Interaction Project: a voluntary, home-based early education program for low-income pre-preschoolers (2- and 3-year-old children), their mothers and other adults who provide primary nurturance for children. A brief program description specifies program goals, intended users and beneficiaries, the population sample used for program development and testing and salient program features. Also presented is evidence of program effectiveness in increasing mothers' positive verbal interactive behavior, facilitating children's cognitive development, influencing longitudinal (to third grade) cognitive, academic, and social-emotional development. The validity of the measures of program effectiveness is extensively discussed. Acceptance of the program by the target population is briefly indicated. Aspects of program replication in 70 settings in 16 states and Bermuda are indicated. Per dyad average annual costs for adoption and maintenance of the program are given. (Author/RH)

Hymovitz, Leon
Teaching About Death A Discipline: The Ultimate Curriculum.
American Nepal Education Foundation, Oceanside, Oreg.
Pub Date-Nov 78
Note-20p.
Available from-Curriculum Bulletin, Oceanside, Oregon 97134 (Paper, $2.00, Bulletin No. 342)
Journal Cit-Curriculum Bulletin; v32 n342 Nov 1978
Pub Type- Guides - Classroom - Teacher (052) - Journal Articles (080)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum Planning, *Death, Elementary Secondary Education, *Learning Activities
Identifiers-*Death Education

This curriculum bulletin provides a rationale for including death education in the school and suggests activities designed to help students expand their understanding of the social and personal dimensions of death and dying. Guidelines for helping the child who mourns are provided. (RH)

ED 167 268 PS 010 421

Wagner, Marsden
Denmark's National Family Guidance Program: A Preventive Mental Health Program for Children and Families.
California Univ., Los Angeles. Center for Studies of Health Programs.; Copenhagen Univ. (Denmark). Center for Studies of Health Programs.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-DHEW-ADM-77-512
Pub Date-78
Contract-278-77-003
Note-70p.
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Cost Effectiveness, *Family Programs, Innovation, *Prevention, Program Costs, *Program Effectiveness, Program Evaluation, Public Health Legislation, *Social Change, *Social Services, Surveys, Welfare Problems
Identifiers-*Crisis Intervention, *Denmark

This document describes Denmark's 10-year (1965-75) program of cost-effective provision of social services to crisis families with children under the Danish 1964 Child and Youth Welfare Act. The program, voluntary and open to all families, provided preventive psychosocial services for children based on a family support system. The background to the Family Guidance Program, including the social experimentation which led to the drafting of the 1964 Act, is sketched. The program is described in terms of administrative structure, provision of services, program evaluation and results. Special training for family advisors who were not qualified social workers is described, a cost analysis is made, and the program impact on the overall system of human services is indicated. The enthusiasm with which this family-centered, neighborhood-located, and caseworker-coordinated program of services was received by the general public was one of the important factors precipitating the decision in Denmark to reform the entire welfare system. Effects of the program on service providers are traced, and problems, including questions of central vs. local control, program scale, stigmatic aspects of receiving aid, rehabilitation of hardcore families, and client dependency, are explored. Lessons from the Danish experience are identified. The summary and conclusions of the social research which led to the 1964 Act, the text of the Act, and a survey of 80 participating families are appended. (Author/RH)

Kilmer, Sally

Analysis of a Conceptual Framework for the Participation of Early Childhood Specialists in Policy-Making.

Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Pub Date-Jan 79
Note-27p.
Pub Type- Information Analysis (070) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Personnel, Agency Role, *Child Development Specialists, *Conceptual Schemes, Decision Making, Early Childhood Education, *Group Dynamics, Individual Characteristics, *Interaction Process Analysis, Interagency Coordination, *Models, *Policy Formation, Role Perception, Social Influences
Identifiers-*Post Hoc Analyses

The purpose of this paper is to assess the utility of a conceptual model of factors involved in early childhood policy development. The assessed model provides a framework which focuses on the interactive nature of decision-making. Basic parameters are identified and applied to an instance of successful participation in the development of policies for day care support by a private, not-for-profit agency. Analysis focuses on characteristics of the interaction setting, roles of participants in the policy-making process, individual personality variables, the nature of the issue under consideration, the influence of organizational parameters, and societal values. Implications for theory construction, research, and for specialists in early childhood are discussed. (Author/RH)

ED 167 270 PS 010 424

Child Care and Development Services. Report of the Commission to Formulate a State Plan for Child Care and Development Services in California, 1978.

California State Dept. of Education, Sacramento.
Pub Date- 78
Note-80p.
Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.50; California residents should add 6% sales tax)
Pub Type- Reports - General (140)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Child Care, *Day Care Programs, Delivery Systems, *Developmental Programs, Educational Needs, Financial Support, Program Administration, *Program Development, Program Guides, Standards, *State Programs, *Statewide Planning
Identifiers-*California, Five Year Plan

This report consists of: (1) recommendations for the establishment of California State child care and developmental services which support the family unit, improve the quality of family life, and respect the ethnic and cultural heritage of the families served; and (2) baseline data on served and unserved children, plus projected needs over a 5-year period. Introductory sections present the charge to the planning commission, the statement of purpose, the process used by the commission, a summary of the present state of child care services, predicted needs for services through 1984, and a summary of recommendations. Thirty recommendations (with supporting data, facts and arguments) for access to services, first year priorities and basic dimensions and directions of the 5-year plan, meeting citizens' diverse linguistic and cultural needs, provision of quality services, funding and statewide delivery of services, are made. A summary of the report is included. Persons invited to present to the Commission and other presenters are listed. A glossary is appended. (Author/RH)

ED 167 271 PS 010 425

A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Part 1: Development.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-Oct 78

Grant-105-76-1138

Note-112p.; For parts 2 and 3, see PS 010 426-427 ; Best copy available

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Bilingual Education, *Bilingual Teachers, *Child Care Workers, *Cross Cultural Training, *Curriculum Development, Early Childhood Education, Formative Evaluation, *Performance Based Teacher Education, Postsecondary Education, Preschool Teachers, Program Evaluation

Identifiers-*CDA, Child Development Associate, Texas

This description of the development and evaluation of a model training curriculum is part of a series of three documents which together constitute a guide to the training of the Bilingual-Bicultural Child Development Associate (CDA) trainer. The introduction focuses on the objectives, background and philosophy of the Texas Bilingual-Bicultural CDA Trainer Program. The first section reports on the implementation process during the second year (October 1977 to August 1978), touching on aspects of program administration, recruitment, training, and roles and responsibilities of the staff and trainees. Also described: implementation of the curriculum, integration of academic and field experiences; awarding of credit, and the proposed degree plan. The second section describes student, faculty, and students' employers' evaluations of the program. Copies of evaluation forms are attached. The appendix includes copies of various forms and agreements used in the training program. (CM)

ED 167 272 PS 010 426

A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Part 2: Academics.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Oct 78
Grant-105-76-1138
Note-376p.; For parts 1 and 3, see PS 010 425 and PS 010 427
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-Bilingual Education, *Bilingual Teachers, *Child Care Workers, Child Development, *Cross Cultural Training, Cultural Education, *Curriculum Design, Early Childhood Education, Language Development, Leadership Training, *Learning Modules, *Performance Based Teacher Education, Postsecondary Education, Preschool Teachers
Identifiers-*CDA, Child Development Associate, Texas

This description of a model curriculum comprises the second part of a series of three documents which together constitute a guide to the training of the Bilingual-Bicultural Child Development Associate (CDA) Trainer. An initial introduction provides an overview of CDA and the curriculum design. The following major areas of concern in replicating the model program are mapped out: general criteria, program administration, faculty preparation, scheduling, student preparation, quality control and institutionalization, training plans and curriculum evaluation. The major portion of the document provides learning modules based on four subject areas: child development, language, culture and leadership. Components of each module include: a definition of the purpose and objectives, suggested learning activities, a pretest and posttest, a written evaluation of the module, conferences with the CDA competency trainers, and selected resources. Lists of suggested resources for CDA training, additional bilingual-bicultural resources and films and books are appended. (CM)

A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Part 3: Field Supervisor Handbook.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Oct 78
Grant-105-76-1138
Note-154p.; For parts 1 and 2, see PS 010 425-426
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Bilingual Education, *Bilingual Teachers, *Child Care Workers, *Cross Cultural Training, Early Childhood Education, Educational Assessment, *Performance Based Teacher Education, Postsecondary Education, *Practicum Supervision, Preschool Teachers, Supervisory Activities, *Supervisory Methods, Teacher Role
Identifiers-*CDA, Child Development Associate, Texas

This field supervisor handbook comprises the final part of a series of three documents which together constitute a guide to the training of the Bilingual-Bicultural Child Development Associate (CDA) Trainer. The handbook consists of two parts: the supervisor guide and the diary of a field supervisor. Part I outlines the roles of the supervisor, discusses supervisory fieldwork in relation to both student trainees and CDA trainees, and provides guidelines for field supervisory visits. Part II provides background for the field supervisor, an example of an academic session on CDA training, information on the field supervision component of the program and a note on the use of the Texas CDA materials. Extensive appendices to both parts of the handbook present samples of the assessment instruments. (CM)

ED 167 274 PS 010 428

Forsberg, Sara J. And Others

Comp Curriculum.

Pennsylvania State Univ., University Park.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-G007402712
Note-245p.; For related document, see PS 010 404
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Behavioral Objectives, *Communication Skills, Curriculum Design, *Developmental Tasks, Handicapped Children, Infants, *Motor Development, Preschool Education, *Problem Solving, *Self Care Skills
Identifiers-*Project HICOMP

This document provides lists of behavioral objectives intended to be used in planning learning experiences for children from birth to age 5. The objectives are arranged by age level under four general areas or domains: communication, self-care, motor and problem solving. Since basic objectives are included, the lists are also appropriate for minimally functioning children. The objectives are intended to assist the user in three areas: planning over-all educational programs for children, planning day-to-day learning experiences, and recording and evaluating children's progress. (A curriculum guide to be used with these objectives is a separate volume.) (Author/BH)

Frank, Mary, Ed.

Children in Contemporary Society. Theme: Staff Development in Programs for Young Children.

Pittsburgh Association for the Education of Young Children, Pa.
Pub Date-Jan 79
Note-32p.
Available from-Children in Contemporary Society, P. O. Box 11173, Pittsburgh, Pennsylvania 15237 ($3.00)
Journal Cit-Children in Contemporary Society; v12 n2 Jan 1979
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Principles, Budgets, *Child Care Workers, *Early Childhood Education, Educational Programs, Group Structure, *Inservice Teacher Education, Models, Personnel Evaluation, Social Influences, *Staff Improvement, Stress Variables, Supervisory Methods, Teacher Supervision

This volume is a collection of eight short articles that address fundamental issues of staff development in programs for young children. Part I covers supervisory principles and techniques, indicates environmental areas in which child care personnel have not been prepared to intervene effectively (Bronfenbrenner's exo and macro system levels), provides guides to speech and action in supervision and outlines a developmental model for personal and professional growth. Part II indicates the variety of educational programs for child care personnel and discusses sponsorship, program content, current trends and future perspectives, competency-based training and certification. A six-step model of a humanized systems approach to teacher performance evaluation is diagrammed and elaborated. Two models of organizational structure (classical and participative) are presented along with two checklists for assessing the organizational features of programs. Part III explores the problems of stress and teacher burn-out in child care programs and provides suggestions for facilitating stress resistance and recovery.

The impact of budgetary concerns on staff morale and development is discussed. (Author/RH)

ED 167 276 PS 010 430

Blakemore, Judith E. O.

Age and Sex Differences in Interaction with a Human Infant.

Pub Date-Mar 79
Note-22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Age Differences, Behavior Patterns, *Children, Elementary School Students, *Interaction Process Analysis, Play, Preschool Children, *Prosocial Behavior, Proximity, *Sex Differences, Verbal Communication, *Young Adults
Identifiers-*Nurturance

This study examines age and sex differences in nurturant behaviors displayed toward a male infant by 60 subjects, both male and female, from three age groups: preschoolers, preadolescents, and young adults. The infant was 12 months old at the onset of the study and 16 months when the testing was completed. Each subject was videotaped for seven minutes in a room which contained the infant and infant toys as well as books and magazines appropriate to the age level of the subject. The instructions indicated to the subjects that the infant's interactions with others were being studied and that the subjects were free to choose whether or not to interact with him. Subject behaviors in the categories of proximity behaviors, vocalizations, and play were time-sampled from the resulting videotapes. Results indicated significant sex and age differences in the frequency of nurturant behaviors. In general, males and preschoolers interacted less with the infant than did females and subjects in the older age groups. Consistent sex differences were found at all three age levels. (Author/BD)

Rauth, Marilyn

A Long Road to an Unresolved Problem: Comprehensive Child Care in the U.S.

American Federation of Teachers, Washington, D.C.

Pub Date- 75

Note-12p.; Photographs will not reproduce well

Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (Item No. 630; single copy, free; additional copies, $0.25 each)

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Day Care Services, *Early Childhood Education, *Educational Policy, *Political Issues, Public School Systems, School Involvement, *School Role

Identifiers-*American Federation Of Teachers

This booklet reviews the history, current conditions, and future prospects of child care programs in America. Insitutionalization of children, placement in foster homes and nurseries, the professionalization of day nurseries, federal monetary assistance to nursery schools, increases in the number of working mothers, and recent proposals for comprehensive care are briefly recounted. The controversy over public vs. private control of early childhood education is discussed. The position of the American Federation of Teachers is advocated. It is concluded that only if the government is willing to make a major change in social policy will it be possible to avoid having inadequate and limited child care develop into a problem of catastrophic proportions. A major recommendation is that public schools act as coordinators for all children's services. (Author/RH)

ED 167 278 PS 010 433

Shanker, Albert
The Stake of the Public Schools in Early Childhood Education.
American Federation of Teachers, Washington, D.C.
Pub Date- 75
Note-8p.; Photographs will not reproduce well
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (Item No. 626; single copy, free; additional copies, $0.25 each)
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Day Care Services, *Early Childhood Education, *Educational Policy, *Political Issues, Public School Systems, School Involvement, *School Role, Staff Utilization, Teacher Supply and Demand
Identifiers-*American Federation Of Teachers

This letter to members of the American Federation of Teachers from the President of the Federation overviews the current employment situtation in education and advocates a change in educational focus from numbers of children educated to quality of education offered. The Federation position on universal and free early childhood education and day care under the sponsorship of the public schools is discussed. (Author/RH)

ED 167 279 PS 010 434

Shanker, Albert

Public Schools and Preschool Programs: A Natural Connection.

American Federation of Teachers, Washington, D.C.
Pub Date- 75
Note-11p.; Photographs will not reproduce well
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (Item No. 627; single copy, free; additional copies $0.25 each)
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Day Care Services, *Early Childhood Education, *Educational Policy, *Political Issues, Public School Systems, School Involvement, *School Role
Identifiers-*American Federation Of Teachers

American Federation of Teachers President Albert Shanker, in testimony presented to a joint meeting of congressional subcommittees, tells why early childhood education programs should be sponsored by public education agencies rather than private day care centers. Main supporting reasons are: schools are available throughout the country; school systems have become adept at administering large, complicated federal programs; public schools are better equipped to contribute to the intellectual development of young children; utilization of existing schools is more efficient; schools can better coordinate services; use of educational agency licensing mechanisms will upgrade early childhood education staffs; public control promotes accountability; there is presently a lack of high program quality and adherence to licensing standards; and overlapping jurisdiction complicates assessment and evaluation. Data in two tables and two charts support the arguments. (Author/RH)

ED 167 280 PS 010 435

Kemble, Eugenia

Starting Off on the Right Foot: The Case for Putting Early Childhood Education Into the Public Schools.

American Federation of Teachers, Washington, D.C.

Pub Date- 75

Note-16p.; Photographs will not reproduce well

Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (Item No. 625; single copy, free; additional copies, $0.25)

Pub Type- Opinion Papers (120)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Day Care Services, *Early Childhood Education, *Educational Policy, Federal Aid, *Political Issues, Preschool Programs, Public School Systems, School Involvement, *School Role

Identifiers-*American Federation Of Teachers, Project Head Start

Declining school enrollment, the surplus of qualified teachers and the existence of unused school buildings are among the reasons given for advocating public school sponsorship of expanded early childhood education and day care. Additionally, the number of women who work and need child care services is growing. The gap between the number of preschoolers now receiving service and the number whose parents may want it may be 6 million children. Present child care centers are largely inadequate in terms of availability, standards, and staff qualifications. There are today 60 or more federal programs that contribute to the funding of early childhood and day care programs. Coordinating efforts of the Office of Child Development are weakened by the absence of local administrative authority to organize funding. Federal spending for day care has increased significantly but in a pattern calculated to reinforce an already segregated system of services: public day care for the poor and private nursery schools or child care centers for the affluent. Though Head Start marks the beginning of a willingness to think about day care in terms of educational programs, the divided thinking which categorizes day care as custodial, and preschool and kindergarten programs as educational, still exists. Day care and preschool education should be combined and made universally available to all children. The public schools should be the prime sponsors of child care programs. (Author/RH)

ED 167 281 PS 010 436

Wei, Tam Thi Dang

Handbook for Teachers of Vietnamese Refugee Students.

Illinois State Office of Education, Springfield.
Pub Date-Nov 77
Note-98p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Cultural Awareness, *Cultural Differences, Culture Contact, Educational Disadvantagement, *Educational Problems, Ethnicity, Foreign Culture, *Indochinese, Language Instruction, *Minority Group Children, Moral Values, Refugees, Second Language Learning, Social Values, *Teacher Role, *Vietnamese

This teacher's handbook delineates core features of Vietnamese culture, identifies conflicts Vietnamese children may face as students in American schools and provides suggestions for accurate school records, grade placement and assessment and instruction in English. Part I outlines religous beliefs and practices, indicates basic values (filial piety, family loyalty, respect for education, love for learning, affective sensitivity, and concern for the ethical aspects of interpersonal relations) and briefly describes personal characteristics and holiday customs. Part II specifies traditional expectations for children's behavior at home and at school, recounts features of Vietnamese educational institutions, pupil orientations, and practices, and explores the world of the Vietnamese child in the United States in terms of emotional, social, cultural and educational conflicts and adjustments. Seven short case studies illustrate problems with coeducation, food habits, climate and clothing, illnesses and medication, adjustment, motivation and the language barrier. Part III indicates the Vietnamese naming system and birth dating practices. Culture-sensitive assessment practices for determining grade placements are described. Aspects of learning a new language and English as a Second Language (ESL) programs are explored. Several selected lists of published materials and readings on the Vietnamese are appended.

(Author/RH)

ED 167 282 PS 010 437

Smith, Peter And Others
A Comparison of 'Play' and 'Skills' Tutoring in Nursery Classes.
Spons Agency-Social Science Research Council, London (England).
Pub Date- 78
Note-13p.; Filmed from best available copy
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavior Change, Comparative Analysis, *Dramatic Play, Foreign Countries, *Preschool Children, *Pretend Play, *Skill Development, Student Teacher Relationship, *Teaching Techniques, *Tutoring
Identifiers-*England

This paper compares the effects of fantasy play tutoring and tutoring in specific skills on the performance of nursery school children on a battery of tests and observations. Children from two classes in each of two nursery schools participated in the study, with a total of 65 children completing pre- and post-testing as well as follow-up testing 8 weeks later. One class in each school received 8 weeks of tutoring and specific encouragement in fantasy and sociodramatic play, while the second class emphasized skills in construction activities, conceptual development, social cooperation, and problem solving. Children in all classes were free to choose whether or not to participate in the activities. Pre- and post-testing included observations of social participation, activity (attention) span, and kinds and levels of play, as well as standardized intelligence, role taking, and creativity tests. Results indicated few differences between the groups. In general, the only differences which remained consistent through the follow-up testing were the longer periods of time spent in group play, in larger subgroups, and in physical activities by the children in the play tutoring classes. (BD)

ED 167 283 PS 010 438

Bilingual Bicultural Child Development Associate Training Program: A Competency Based Training Program for Preschool Child Care Givers. Introduction.

Texas A and I Univ., Kingsville.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.
Pub Date-Jun 78
Note-35p.; For related documents, see PS 010 439-444 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Biculturalism, *Bilingual Education, *Bilingual Teachers, Child Care Workers, Early Childhood Education, Learning Modules, Mexican Americans, Migrant Child Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Spanish Americans, Spanish Speaking, *Training
Identifiers-*CDA, Child Development Associate, Texas (South)

This introduction to the Texas A & I Bilingual Bicultural Child Development Associate (CDA) Training Program curriculum, a competency based early childhood training program for teachers in bilingual-bicultural preschool education, explains the rationale for the curriculum, describes the curriculum, and provides a brief teacher trainer's guide. The curriculum, contained in six supplementary volumes, was developed for training child care workers teaching Spanish dominant migrant children, age 3 to school entrance age, in South Texas. The need for bilingual-bicultural preschool education for this population is discussed. An overview of the curriculum, consisting of 18 modules organized around the six major CDA competencies, is given. Learning modules are described, and the kinds of skills to be learned by the teacher in each module are outlined. A brief guide explaining how the trainer is to use the curriculum and samples the curriculum and samples of forms to assess the trainee's progress are included. (BH)

ED 167 284 PS 010 439

Texas A & I University Child Development Associate Training Materials: Book A. Competency A: Setting Up and Maintaining a Safe and Healthy Learning Environment.

Texas A and I Univ., Kingsville.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.

Pub Date- 78

Note-129p.; Filmed from best available copy; For related documents, see PS 010 438, and PS 010 440-444

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Classroom Environment, Early Childhood Education, *Educational Environment, Health Conditions, Mexican Americans, Migrant Child Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, School Safety, Spanish Americans, Spanish Speaking, Training

Identifiers-*CDA, *CDA Competency 1, Child Development Associate, Texas (South)

This volume, the second in a series of seven, contains the four learning modules which focus on the first Child Development Associate (CDA) competency (setting up and maintaining a safe and healthy learning environment) in the performance based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in this volume is divided into the functional areas of safety, health, outdoor environment, and indoor environment, and a learning module is provided for each of these functional areas. Each module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the modules; and (7) a post-assessment instrument. (BH)

Texas A & I University Child Development Associate Training Materials: Book B. Competency B: Advancing Physical and Intellectual Competence in Young Children.

Texas A and I Univ., Kingsville.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.
Pub Date- 78
Note-252p.; Filmed from best available copy; For related documents, see PS 010 438-439, and PS 010 441-444
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Cognitive Development, Cognitive Style, Early Childhood Education, Handicapped Children, Language Development, Mexican Americans, Migrant Child Education, Motor Development, *Performance Based Teacher Education, Physical Education, Postsecondary Education, *Preschool Teachers, *Skill Development, Spanish Americans, Spanish Speaking, Training
Identifiers-*CDA, *CDA Competency 2, Child Development Associate, Texas (South)

This volume, the third in a series of seven, contains the eight learning modules which focus on the second Child Development Associate (CDA) competency, advancing physical and intellectual competence in young children, in the performance-based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in this volume consists of four functional areas and their subdivisions: physical (motor development; handicapped children), cognitive (cultural values and cognitive styles; cognitive styles; teaching strategies), language (language skills in the first language; language as a second language), and creative. There is a learning module for each of the subdivisions of the functional areas. A module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activites, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for filmstrip to be used with the module; and (7) a post-assessment instrument. (BH)

ED 167 286 PS 010 441

Texas A & I University Child Development Associate Training Materials: Book C. Competency C: Building Positive Self-Concept and Individual Strength in Young Children.

Texas A and I Univ., Kingsville.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.

Pub Date- 78

Note-53p.; Filmed from best available copy; For related documents, see PS 010 438-440, and PS 010 442-444

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Early Childhood Education, Mexican Americans, Migrant Child Education, *Performance Based Teacher Education, Personal Growth, Postsecondary Education, *Preschool Teachers, Self Care Skills, *Self Concept, Self Esteem, Spanish Americans, Spanish Speaking, Training

Identifiers-*CDA, *CDA Competency 3, Child Development Associate, Texas (South)

This volume, the fourth in a series of seven, contains the two learning modules which focus on the third Child Development Associate (CDA) competency, building positive self-concept and individual strength in young children, in the performance based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in this volume is divided into the functional areas of self-concept and individual strength, and the curriculum consists of a learning module for each area. Each module includes: (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the module; and (7) a post-assessment instrument. (BH)

ED 167 287 PS 010 442

Texas A & I University Child Development Associate Training Materials: Book D. Competency D: Promoting Positive Functioning of Children and Adults in a Group Environment.

Texas A and I Univ., Kingsville.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.
Pub Date- 78
Note-58p.; Filmed from best available copy; For related documents, see PS 010 438-441, and PS 010 443-444
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Early Childhood Education, Group Guidance, Group Instruction, Interpersonal Competence, Mexican Americans, Migrant Child Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Social Attitudes, *Social Development, Social Relations, Spanish Americans, Spanish Speaking, Training
Identifiers-*CDA, *CDA Competency 4, Child Development Associate, Texas (South)

This volume, the fifth in a series of seven, contains the two learning modules which focus on the fourth Child Development Associate (CDA) competency, promoting positive functioning of children and adults in a group environment, in the Texas A & I Bilingual Bicultural Child Development Associate Training Program performance based curriculum. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in the volume is divided into the functional areas of social and group management, and the curriculum consists of a learning module for each. A module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the module; and (7) a post-assessment instrument. (BH)

ED 167 288 PS 010 443

Texas A & I University Child Development Associate Training Materials: Book E. Competency E: Coordinating Home and Center Child-Rearing Practices and Expectations.

Texas A and I Univ., Kingsville.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.

Pub Date- 78

Note-31p.; Filmed from best available copy; For related documents, see PS 010 438-442, and PS 010 444

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Child Rearing, Early Childhood Education, Mexican Americans, Migrant Child Education, Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Spanish Americans, Spanish Speaking, Training

Identifiers-*CDA, *CDA Competency 5, Child Development Associate, Texas (South)

This volume, the sixth in a series of seven, contains the learning module which focuses on the fifth Child Development Associate (CDA) competency, coordinating home and center childrearing practices and expectations, in the performance based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The module in this volume, focusing on the functional area of home-center coordination, includes (1) an explanation of how to complete the module; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the module; and (7) a post-assessment instrument. (BH)

ED 167 289 PS 010 444

Texas A & I University Child Development Associate Training Materials: Book F, Competency F: Carrying Out Supplementary Responsibilities Related to the Children's Program.

Texas A and I Univ., Kingsville.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.
Pub Date- 78
Note-25p.; Filmed from best available copy; For related documents, see PS 010 438-443
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Community Resources, Early Childhood Education, *Educational Development, Mexican Americans, Migrant Child Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Program Development, School Community Relationship, Spanish Americans, Spanish Speaking, Staff Improvement, Training
Identifiers-*CDA, *CDA Competency 6, Child Development Associate, Texas (South)

This volume, the last in a series of seven, contains the learning module on staff, which focuses on the last Child Development Associate (CDA) competency, in the performance based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The module in this volume focuses on the functional area of staff, which includes center support activities such as attending conferences, using community resources, and promoting bilingual/bicultural preschool education in the community. The module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the module; and (7) a post-assessment instrument. (BH)

ED 167 290 PS 010 447

Howie-Day, Alison M.

Metapersuasion: The Development of Reasoning About Persuasive Strategies.

Pub Date-Mar 79
Note-16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Abstract Reasoning, Cognitive Ability, *Cognitive Development, *Persuasive Discourse, Social Development, Thought Processes, Undergraduate Students
Identifiers-Qualitative Differences, *Reflective Thinking, *Social Cognition

This research explored the development of reasoning about persuasion. First-grade, seventh-grade, and undergraduate subjects were individually presented with a hypothetical persuasive situation in which a young child attempts to obtain a toy from various targets.'' Pairs of tape-recorded persuasive appeals were randomly presented to each subject; for each pair, subjects were asked to identify which strategy the persuader'' would select, and to justify this choice. The major results pertained to the subjects' justifications for their strategy choices. As predicted, there were significant increases in the number of reasons provided, in the use of reasons involving inferences about others' psychological states, and in the number of hypothetical, qualifying statements used. In contrast to these age trends, the strategy-choice data revealed that even the youngest subjects selected reasoned, elaborated strategies that took account of the target's internal states. These children also engaged in target differentiation, as did the older subjects. A follow-up study was undertaken; its results in general provided strong support for the above findings. Taken together, results are consistent with theory and previous research findings regarding the relationship of role taking to persuasion development. However, the data also suggest that even young children have a rudimentary understanding of strategic persuasion, despite the fact that their role-taking skills are relatively undeveloped. (Author)

ED 167 291 PS 010 448

Tyler, Joanna

Interaction Effects of Readiness Level and Type of Form Discrimination Emphasis on Training and Transfer in Young Children.

Applied Management Sciences, Inc., Silver Spring, Md.
Pub Date-Apr 79
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Cognitive Style, *Discrimination Learning, *Distinctive Features, Haptic Perception, Kindergarten Children, *Learning Characteristics, *Learning Modalities, *Learning Readiness, Performance Factors, Sex Differences, Transfer of Training, Verbal Learning, Visual Learning

This study examines the effects of readiness level and learning modality emphasis on the form discrimination performance of kindergarten children on training and transfer tasks. Forty-eight male and 48 female kindergarten children between the ages of 5.5 and 6.5 years participated in the study. The children were randomly selected from a group of 109 children with high scores on the Metropolitan Readiness Test and from a group of 50 children with low scores. Four letter-like designs were presented to the subjects in haptic, visual, visual-haptic, and visual-verbal conditions. In the pre-training sessions, the distinctive features of these designs were described using one of the four modalities. In the training sessions, subjects were asked to identify one of the designs from a set of two. In the transfer sessions, the subjects were asked to identify the designs which were embedded in noise backgrounds. Results were analyzed through a three-way (modality by readiness by sex) analysis of variance. The results suggest that readiness level has some bearing on learning modality preference. Some sex differences in learning modality preference were also found. (BD)

ED 167 292 PS 010 458

Lawton, Joseph T. Blue-Swadener, Elizabeth

Effects of Expository and Guided Self Discovery Advance Organizer Lessons on Preschool Children's Learning of Logical Concept.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Univ., Madison. Graduate School.

Pub Date-Apr 79

Grant-NIE-G-78-0117

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Guides - Classroom - Learner (051) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Advance Organizers, Classification, Cognitive Processes, *Discovery Learning, *Learning Processes, *Preschool Children, Research, Skill Development, Task Performance, *Transfer of Training

The effects of two types of advance organizer small group instruction, expository (EO) and guided self-discovery (GSDO) were assessed in teaching the concrete operational skills of either hierarchical classification or relations to preschool children. A control group was taught using the same materials, in a manner determined by the children's regular teacher. Results indicated that both EO and GSDO groups' posttest performance was superior to that of controls in the area taught (classification or relations), and that posttest performance by EO groups was significantly superior to GSDO. Order of acquisition of logical concrete operations concepts was relations followed by classification. This finding lends support to the asynchronous view of skill development, with classification emerging after, and subsuming relations. In general EO-classification instruction resulted in the greatest amount of transfer of training. Other transfer task trends were also assessed. (Author/MP)

ED 167 293 PS 010 459

Norman, Dennis K.

A Comparison of Children's Spatial Reasoning: Rural Appalachia, Suburban and Urban New England.

Pub Date-Mar 79

Note-24p.; Based on thesis submitted in partial fulfillment of requirements for master's degree, Tufts University; Portions of paper were presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979); Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.[illegible] HC-$1.67 Plus Postage.

Descriptors-*Cognitive Development, Comparative Analysis, Concept Formation, *Elementary School Students, *Environmental Influences, *Map Skills, *Perspective Taking, Rural Urban Differences, Rural Youth, Suburban Youth, Urban Youth

Identifiers-*Spatial Concepts

This study compared the developmental levels of spatial concepts in children from three different environments in the United States. Matched groups of twenty 10-year-olds were selected from a rural Appalachian community, a middle-class suburban community, and a lower-middle-class urban community, and administered a Piaget-based map drawing task. Twenty separate elements, each of which is a spatial concept applied to a map feature, were assessed for developmental level (1-6). The element scores were partitioned by individual spatial concepts, feature clusters, modal levels, and mean map drawing averages. Analyses of variance were performed on the partitioned scores to compare the groups' developmental levels. Scheffe tests for determining all possible comparisons were then performed on the partitioned scores reaching significance between the groups. Results showed that the suburban and urban groups did not differ on any of the elements of the task, and that the Appalachian children performed better than both groups on all elements. These findings support research that has demonstrated environmental influences on cognitive development. This has been interpreted as evidence that urban/suburban environments in the U.S. are not optimal for the development of all cognitive skills. (Author/MP)

ED 167 294 PS 010 463

Banta, Trudy W. And Others

Evaluation of the Child Health and Development Project of the Tennessee Department of Public Health, East Tennessee Regional Office.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date-Mar 79

Note-219p.; Parts may be marginally legible due to print quality

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-*Child Development, *Early Childhood Education, Health Services, *Home Programs, Home Visits, Interdisciplinary Approach, Learning Activities, Nutrition, *Parent Education, Program Effectiveness, *Program Evaluation, *Rural Education

Identifiers-Appalachia, *Child Health And Development Project, Tennessee

This paper describes an evaluation of the Child Health and Development Project (CHDP), a home-based early intervention program designed to promote parenting skills and to foster the physical, social, and intellectual development of children from birth through 6 years. The project served families from six counties in East Tennessee through funding from the Appalachian Regional Commission and through Title XX of the Social Security Act. Multidisciplinary teams consisting of a minimum of one nurse, social worker, home educator, and secretary per site provided individualized early education activities, developmental screening, in-home counseling for social services, referrals, nutrition counseling and parent education to project families on a weekly or biweekly basis. Well-child clinics were also held each week. The evaluation of CHDP was carried out by the University of Tennessee's Bureau of Educational Research. The evaluation included a comparison over a 6-month period of newly entering CHDP families and control group families, a review of the records of 20 families who had been receiving CHDP services for approximately 18 months, an assessment of community attitudes towards the project, and measures of staff morale and staff opinions on the effectiveness of project management. Results in each area generally indicated successful achievement of most CHDP goals for both parents and children. (BD)

ED 167 295 RC 010 564

Abdel-Mawgood, Mohammed E. Hatch, Glenn

The Self-Concept of Academic Ability Among American Indian Students. A Research Report.

Central Washington State Coll., Ellensburg.
Pub Date-Aug 73
Contract-140-00-100-3994
Note-111p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Academic Ability, *Academic Achievement, *American Indians, Caucasian Students, Comparative Analysis, Elementary School Students, *Predictor Variables, Questionnaires, Secondary School Students, *Self Concept, Socioeconomic Background, Spanish Americans, Student Ability
Identifiers-*American Indian Education

The study assessed the self-concept of academic ability among 6th, 8th, 10th, and 12th grade Indian children, compared their level of self-concept with that of other children enrolled in the same classes to find out the role of socioeconomic and ethnic background in determining the level of self-concept, and examined the factors that correlated with self-concept and academic achievement of Indian children. A total of 230 students were administered the Brookover Scale of Self-Concept of Academic Ability''. Schools provided, when available, the percentile scores from the verbal and mathematics tests and the composite scores taken from the Iowa Basic and the Iowa Test of Educational Development. In addition, questionnaires relating to the family's educational and economic background, and mobility were sent to the family of each student who completed the Brookover Scale; 76 questionnaires were returned. Grade point averages were used only for the 10th and 12th grade students. Data were analyzed using traditional analysis of variance techniques and factorial designs and randomized blocks. Based on the analyzed data, the following conclusions were made: self-concept provided a good predictor of GPA; no significant differences existed between grade school and high school Indian students in their self-concept scores; the mean self-concept score and the mean GPA for Indian students were significantly lower than for white students; there was a strong correlation between family income and self-concept. (NQ)

Lomeli, Francisco A. Urioste, Donaldo W.
Chicano Perspectives in Literature A Critical and Annotated Bibliography.
Pub Date-76
Note-116p.; Not available in hard copy due to publisher's preference
Available from-Pajarito Publications, P.O. Box 7264, Albuquerque, New Mexico 87104 ($4.50; 30% discount 2 copies or more)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Anthologies, Fiction, *Literary Analysis, *Literary Criticism, *Literary Perspective, Novels, Periodicals, Poetry, *Spanish American Literature, Theater Arts
Identifiers-*Chicano Literature

As an effort to define and explore the horizons of Chicano literature, this annotated and critical bibliography provides bibliographical data and critical evaluations and judgments regarding the quality, importance, and impact of 131 literary works by Chicanos. The commentaries are intended to be taken as opinions with the objective for promoting critical dialogue and contributing to Chicano literary criticism. Entries are divided into the following categories: poetry, novel, short fiction, theatre, anthology, literary criticism, oral tradition in print, journal, and ''literatura Chicanesca'' (written by non-Chicanos). Some reflect a creative force while others study and classify it. Oral tradition in print is included because it still remains a constant source of ''inspiracion popular''. Among those works evaluated are the literary works of Alurista, Rudolfo Anaya, Juan Bruce-Novoa, Fray Angelico Chavez, Abelardo Delgado, Rolando R. Hinojosa-S., Sabine R. Ulibarri, Luis M. Valdez, Roberto Lara Vialpando, Floyd Salas, Luis Omar Salinas, Ines H. Tovar, and Tino Villanueva. In order to reach both the inexperienced and the scholar reader, a glossary, explaining the more technical terminology and literary concepts used in the annotations, is included. An author index is also provided, along with a brief discussion of Chicano literature in terms of its origin, historical dilemma, ideology, and definition. (Author/NQ)

ED 167 297 RC 010 761

Steele, Catherine

Cultural Education Iroquois Cultural Study for Elementary Grades.

Note-249p.; Marginally legible due to print quality

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*American Indian Culture, *American Indians, Art Products, Childhood, Clothing, Communication (Thought Transfer), *Cultural Education, *Elementary Education, Family Environment, Family Structure, Food, Games, Lesson Plans, Music, Philosophy, Physical Environment, Travel, Values

Identifiers-Ceremonies, *Iroquois (Tribe), *Mohawk Language Consortium, Tribal Government

Presenting a sequenced cultural education program, this curriculum guide for an Iroquois cultural study for elementary grades concentrates on providing a supplemental classroom program to an existing social studies curriculum, though it is also aimed at teaching culture in Native American classes. Program objectives are to provide students with local cultural and historical background, to present a more accurate image of Native Americans, to make all children aware of other cultures, to provide resources to school staff for supplemental teaching, provide students with American Indian cultural background, to compare and contrast past and present Indian life, and to improve self-concept. Units on home-family and local community contain concept and objective sheets, sample lesson plans, activity sheets, sample worksheets, pictures, and evaluation sheets. The unit on study of other Native American communities contains only a brief outline of possible materials. The unit on home and family, to be taught first in its entirety, includes the following concepts: clan system, longhouse as a home, clothing, foods, and infant care. Priority concepts in the local community unit are Mother Earth, the confederacy, contributions, and preserving the culture; other concepts included are music, legends, games, travel, communication, arts and crafts. The guide lists teacher objectives for each unit and contains an annotated bibliography. (RS)

ED 167 298 RC 010 978

Kostrowicki, Jerzy, Ed. Tyszkiewicz, Wieslawa, Ed.
Transformation of Rural Areas, Proceedings of the Polish-Yugoslav Geographical Seminar (1st, Ohrid, 24-29 May, 1975).
Spons Agency-Polish Academy of Sciences, Warsaw.
Pub Date-78
Note-236p.; Figures and parts of text marginally legible
Language-French; English
Pub Type - Reports - Research (143)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Agriculture, Case Studies, Conference Reports, Employment Opportunities, Environment, Geography, Income, Population Trends, Quality of Life, Recreational Facilities, *Rural Areas, *Rural Development, Social Science Research, Socioeconomic Status, *Tourism, *Urbanization
Identifiers-*Poland, *Yugoslavia

Transformations of rural areas was the topic of the first Polish-Yugoslav Geographical Seminar as documented in these proceedings from the six-day meeting. Twenty of the 25 papers presented are contained here, three in French and the remainder in English, and are categorized under these major topics: influence of big urban centers on the transformation of rural areas, impact of urbanization and development of recreation, demographic changes of rural areas, transformations of agriculture, regional case studies, and the concept of rural areas from both environmental and functional viewpoints. Paper subjects include: Belgrade's influence on its environs; Warsaw's role in rural area change; urbanization of the Upper Silesia and Cracow countryside; urbanization's impact on rural population structures in Macedonia; impacts of urbanization and/or tourism on Ohrid Basin, Vrboska, and Podhale; functions of supply in the spatial organization of the Slovenska Bistrica commune; postwar population changes in Poland's rural areas; changes in Poland's agrarian structure 1945-70; changes in production orientations of individual farming in 1960, 1965, 1970; studying agricultural-geographical aspects of mountainous areas; case studies of the Lower Savinja Valley, Slovenia, Kosovo Province, and Polog Basin; environmental management in rural areas; rural areas as a multifunctional space. (RS)

Banks, Vera J. DeAre, Diana

Farm Population of the United States: 1977. Current Population Reports: Farm Population.

Bureau of the Census (DOC), Suitland, Md. Population Div.; Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Pub Date-Nov 78
Note-30p.; Not available in hard copy due to small print size of original document; For related document, see ED 148 522 and ED 161 607
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (ERS-P-27-49, $1.30)
Pub Type- Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age, Agriculture, Birth Rate, Blacks, Caucasians, *Census Figures, Children, *Ethnic Groups, Family (Sociological Unit), *Farmers, Income, *Labor Force, National Demography, *Population Trends, *Rural Farm Residents
Identifiers-Americans of Spanish Origin

The farm population has declined fairly steadily for more than half a century. By 1970 the proportion of the U.S. population residing on farms had fallen to about 5 per cent, and by 1977 had dropped to 3.6 per cent. About 1.4 per cent of the farm population was of Spanish origin (represented for the first time in this year's report), as compared to 5.4 per cent of the nonfarm population. The farm population had a higher proportion White than the nonfarm population and a lower proportion Black. In 1977 the median age of farm residents was 35.2 years, as compared with 29.1 years for nonfarm residents. The farm population had a higher proportion of persons 55 years and over than the nonfarm population, and a slightly lower proportion of children under age 14. Farm families were more likely than nonfarm families to be of the married-couple type, and were less likely to be maintained by women. Although a lower proportion of farm families had own children under 18 present (because of the older age structure of the farm population), those who did have children tended to have a larger number than corresponding nonfarm families. Both the South and combined North and West regions evidenced an increase in the proportion of the farm resident labor force engaged in nonagricultural pursuits. The median income of farm families continued to lag behind that of nonfarm families. (BR)

ED 167 300 RC 011 081

Romero, Fred E.

Chicano Workers: Their Utilization and Development. Chicano Studies Center Publications Monograph No. 8.

Spons Agency-California Univ., Los Angeles. Chicano Studies Center.; Department of Labor, Washington, D.C.

Pub Date-79

Note-160p.

Available from-Chicano Studies Center, University of California/Los Angeles, Los Angeles, California 90024 ($5.00)

Pub Type- Numerical/Quantitative Data (110) -- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Demography, *Economic Disadvantagement, *Educational Background, Educational Problems, Employment Statistics, Employment Trends, Ethnic Groups, Labor Force, *Labor Market, Labor Unions, *Manpower Utilization, *Mexican Americans, Nonformal Education, Occupational Guidance, Occupational Surveys, Political Power, Power Structure, Unemployment, Work Attitudes, Working Women

Identifiers-*Chicanos, Comprehensive Employment and Training Act, Hispanos, Spanish Surnamed

Chicano human resources have never been properly utilized in the labor markets of the Southwest. The slow rate of Chicano economic growth can be attributed to underdevelopment of their skills, knowledge and talent and underutilization of their energies and capabilities. This book, a factual presentation of that underdevelopment and underutilization, is structured into four parts. A section on statistical profiles deals with problems associated with census undercounting of the Spanish population and Chicano poverty, work attitudes, and social classes. The second section is concerned with labor market conditions, specifically labor market status, state differences, occupational changes, intergenerational experience, geographic mobility, employment representation by occupation and state, relative earnings, union experiences, and the labor market status of women. Part three discusses formal and nonformal education of Chicanos. Part four describes organization and politics, emphasizing Chicano manpower services, leadership, and organizations. A case study of a 1972 confrontation with the Department of Labor demonstrates the degree to which Chicanos have grown in the ability to articulate, organize and plan a public campaign. Implications for the Comprehensive Employment and Training Act are given and the final chapter identifies crucial weaknesses in employment counseling services and recommendation modifications to provide better counseling services to disadvantaged Chicanos. (DS)

ED 167 301 RC 011 134

Holdcroft, Lane E.

The Rise and Fall of Community Development in Developing Countries, 1950-65: A Critical Analysis and an Annotated Bibliography. MSU Rural Development Paper No. 2, 1978.

Michigan State Univ., East Lansing. Dept. of Agricultural Economics.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-78
Contract-AID-TA-CA-3
Note-77p.
Pub Type- Information Analysis (070) - Historical Materials (060)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Change Agents, *Change Strategies, *Community Development, Criteria, *Developed Nations, *Developing Nations, Economic Development, Financial Support, *Futures (of Society), Problems, Program Evaluation, Research, *Rural Development, Training
Identifiers-*Integrated Rural Development

The purpose of this paper is to trace the rise and fall of community development and to draw lessons for developing countries and donors interested in helping the rural poor. Community development is defined as a process, method, program, institution, and/or movement involving communities in the solution of problems, teaching democratic processes, and activating and/or facilitating transfer of technology to a community for more effective solution of its problems. The community development approach of the 1950's had its early roots in experiments by the British Colonial Service, the U.S. and European voluntary agency activities abroad, and the U.S. and British domestic programs in education, community development services, and social welfare. Assumed to have universal appeal, community development programs were prolific in the 1950's, but by 1965, they had begun to decline due to disillusionment on the part of many political leaders in developing countries with the performance of their programs vis-a-vis stated goals and the sharp reduction in support from the U.S. and other donors. The emphasis today is on a more comprehensive or ``integrated rural development'' (IRD), but IRD problems are similar to those of the community development era (i.e., generalists versus specialists, the need for an income producing component, village participation, change agent paternalism, pilot project expansion, etc.). A selected literature review on principles of community development, training, country studies, and evaluation is supplemented by an annotated bibliography for those interested in further research. (JC)

Preston, Richard, Ed.

Indian Industrial Development Manual For and By Native Americans.

AIDC Educational Foundation, Wenham, Mass.

Spons Agency-Economic Development Administration (DOC), Washington, D.C.

Pub Date-75

Contract-EDA-TAP-99-6-01956/2

Note-191p.; Photographs and charts will not reproduce clearly

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Agency Role, Alaska Natives, *American Indians, Developing Nations, *Economic Development, Financial Support, Illustrations, Industrial Education, Industrialization, Job Development, Organizational Development, Program Development, *Publicize, Public Relations, *Reservations (Indian), *Socioeconomic Influences, Tribes

Identifiers-*Federal Indian Relationship, *Industrial Development

Because cultural, historical, political and economic factors combine to form an economic development environment unique to tribal lands, industrial development on Indian reservations must be done by Indians. This manual, written by and for Indians, can be used for implementation of reservation industrial development. After a review of the circumstances that create the economic development environment unique to the Indian context, the planning process is discussed as it is applied to the comprehensive socio-economic development of a reservation. A plan for organizing the physical group to carry out the economic development program is offered along with ways the program itself may be organized for most effective operation. Sources of financial assistance to American Indian reservations are listed. Strategies for attracting potential industries to the reservation are given as well as techniques and procedures to be utilized when working with prospects. Discussion is also devoted to such needs as: establishing confirmed industrial development sites; solidifying industry already existing on the reservation; and promoting the industrial development program on three levels to the members of the tribe, to the tribal council, and to potential capital investors. The final chapter discusses economic development implications and opportunities for the Alaska Native population. (DS)

ED 167 303 RC 011 167

Clarkson, William M.
Spanish in the Bilingual Classroom: Beyond the Standard/Vernacular Dilemma.
Pub Date-Mar 79
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, *Bilingualism, Bilingual Teachers, Child Language, *Dialects, Educational Policy, Instructional Materials, Language Attitudes, Language Instruction, Language Proficiency, *Language Standardization, *Mexican Americans, Non English Speaking, *Spanish, Spanish Speaking, Teacher Education
Identifiers-*Chicanos

If Chicano children do not learn an alternative to their home dialect, the local Spanish with its heavy overlay of English will become the standard for bilingual Chicano youngsters. The Spanish language itself may soon be another cultural relic for many Spanish surnamed people in the United States. Bilingual education represents the obvious antidote to prevent this language loss, but its present state does not warrant optimism. Many bilingual teachers speak only the vernacular and have little training in Spanish grammar and orthography; the teaching materials they use may ignore universally accepted standards of the Spanish language. Some linguists and educators advocate accepting the dialect the child brings to school without disturbing, correcting, or tampering with it in any way. Such attitudes guarantee a second class education for those students falling under this "anything goes" philosophy. The Spanish needs of Chicano youngsters tend to be the fundamentals: orthography, basic grammar, improved reading skills, vocabulary building, recognition of anglicisms, etc. Many bilingual programs are ill-prepared to provide these basic language learning skills; poorly trained teachers who labor with inferior educational materials cannot impart satisfactory competence in Spanish language skills. These trends and attitudes must be reversed if bilingual education is to succeed and if Spanish is to remain a viable language in the Southwest. (DS)

ED 167 304 RC 011 169

Naranjo, Tessie Laktasic, Stanley

19 Pueblo Dropout Study.

All Indian Pueblo Council, Albuquerque, N. Mex.
Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Pub Date-Jun 78
Note-108p.; Not available in hard copy due to author's preference ; Marginally legible due to print quality
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Failure, Career Education, Counseling Services, *Counselor Performance, *Dropout Identification, *Dropout Research, Learning Difficulties, Pregnant Students, Research Methodology, *School Holding Power, Tribes, *Tutoring, Unwed Mothers
Identifiers-*American Indian Education, New Mexico, *Pueblo (People)

Primary objectives of the first comprehensive study of New Mexico Pueblo school dropouts were to identify and locate such dropouts, to determine reasons for Pueblo dropouts, and to identify types of counseling and services available. Of 710 identified dropouts, 328 from the 19 Pueblos were interviewed in home visits. Personal reasons (seeing no reason for being in school, pregnancy) accounted for 47.9% of the dropouts; school problems (boredom, inability to get along with teachers and classmates led to 38.7%; family and health problems caused the rest. Teachers were frequently available to help with academic problems, mainly in math and science, but counselors were generally not available to help with personal problems. About 87% of the dropouts planned to continue their educations either by earning a G.E.D. or by attending school. Although 37.3% were uncertain of career plans, 32% planned for vocations and 9.7% for paraprofessional jobs. Results tabulated by school district and individual Pueblo were similar in most cases, but there were some sex-related differences. In terms of course design, care should be taken to maintain interest for Pueblo students; current, informative classes in birth control and family planning should be developed and implemented. Tutorial services and the number of trained school counselors should be increased. The report contains a resource directory. (SB)

ED 167 305 RC 011 178

Miller, Don, Ed. Miller, Barbara, Ed.
Time and Resource Management for Small Schools.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-NIE-R-78-0003
Note-82p.
Available from-National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (EC-072; $6.25)
Pub Type- Guides - Non-Classroom (055) - Collected Works - General (020)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Administrator Role, Career Education, Composition Skills (Literary), Curriculum Development, Elementary Secondary Education, Independent Study, *Management Development, Music Education, Reading, *Resources, School Schedules, Science Instruction, Slow Learners, *Small Schools, Social Studies, *Staff Utilization, *Time, Volunteers
Identifiers-Information Analysis Products

Effective time and resource management is a necessity in all schools, particularly in small schools which make so many kinds of demands on each staff member. To successfully meet the challenge of providing a quality education in a small school, every available resource should be used, the staff and community surveyed to determine special skills or interests that can be shared with students, and communication lines developed and maintained among staff, students, administration and community. This document is a collection of materials by practitioners on managing time and resources. The first section, which is devoted to time management, presents papers on time management for administrators and teacher-managers, team management, time management in the elementary school, student scheduling, and independent study. The section on resource management deals with people management, community schools, group guide counseling, volunteer aides, facility development, planning, curriculum review and change, the relationship of the brain/mind and implications for education, and implementing Public Law 94-142. Also discussed are career education, media skills for K-12, music, using the newspaper as a resource, reading for slow learners, science fun, social studies as one of the basics, and writing (composition) improvement techniques. Most of the chapters in this document are edited from presentations made at a 1978 small schools summer institute at Willamette University in Salem, Oregon. (Author/DS)

ED 167 306 RC 011 179

Evans, Wayne H.

American Indian Student Counselor Handbook.

Spons Agency-Black Hills State Coll., Spearfish, S. Dak.

Pub Date-Sep 77

Note-169p.; Not available in hard copy due to publisher's preference

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alcohol Education, American Indian Culture, *American Indians, Audiovisual Aids, *College Students, *Counseling, Counselor Acceptance, Counselor Attitudes, Counselor Role, Cross Cultural Training, Elementary School Counseling, *Elementary Secondary Education, *Postsecondary Education, Student Adjustment, *Student Characteristics, Tribes

Identifiers-*American Indian Education, Oglala Sioux (Tribe)

The handbook, a first in the attempt to collect information about counseling Indian students, represents the results of 1976-77 couselor training workshops in South Dakota. The handbook contains article reprints, ideas, and suggestions from many counselors and non-counselors, and is intended not as expertise but as a resource primarily for counselors of Indian students at all educational levels. The information is presented in six major sections. Counseling the Indian Student'' presents a counselor's Code of Ethics; notes potential cultural differences and conflicts; and discusses the role, responsibilities, and relationships of a counselor. Two sections detail counselors' activities, roles, and responsibilities at the elementary and secondary level, and include reprints on elementary school counseling and on financial aid. In Counseling the Indian College Student'' there is discussion of college application and admission, financial aid, housing, course selection, cassette/filmstrip programs and films by title, with appropriate level, cost, and time. The Miscellaneous'' section contains brief excerpts on general resources, counseling skills, drug/alcohol counseling, evaluation, and other topics. (SB)

ED 167 307 RC 011 183

Bialek, Hilton Nabokov, Peter

Implementing an Indigenous Community Education Program: A Final Report.

Human Resources Research Organization, Monterey, Calif. Div. 3.

Pub Date-Oct 72

Note-9p.

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Education, *Adult Education Programs, *American Indians, Community Development, *Community Education, Educational Programs, Experiential Learning, Individualized Instruction, *Learning Modules, Nonformal Education, Postsecondary Education, Rural Population, *Self Help Programs

Identifiers-*American Indian Education, *Maine, Passamaquoddy (Tribe), Penobscot (Tribe)

Four rural communities in northern Maine were the setting for a pilot program in Indian adult education that featured a new kind of instructional model. Developed by the Human Resources Research Organization (HumRRO), it featured peer instruction, strict performance orientation, and insistance on mastery of certain skills. A HumRRO representative helped initiate the program by spending a month in the area training personnel and his interim report described the program as well received and off to a good start. However, in three months time, the situation changed. None of the community coordinators trained in the techniques of the model remained in their positions. After the HumRRO representative left, little was done to disseminate the availability of the program to members of the community. Recruiting was difficult; when it actually came down to getting involved in learning, the people seemed uninterested. The state official responsible for administration of the program had numerous other responsibilities and could not direct much time to the effort. The failure of the model to catch hold does not lie in the model itself; everyone who worked with it advocated its use and potential power. However, better wages for community coordinators, more adminstrative and supervisory support for a longer period of time, and demonstrable evidence for community interest in adult education/training would help such a program achieve more success. (DS)

ED 167 308 RC 011 188

Suarez, Cecilia Cota-Robles, Ed. Anguiano, Lupe, Ed.
Every Woman's Right -The Right to Education and Economic Independence.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Grant-G007703017
Note-116p.; Prepublication version appeared in July, 1978
Pub Type- Information Analysis (070) — Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Education, Economically Disadvantaged, Educational Disadvantagement, Educational Programs, Fatherless Family, *Females, Feminism, *Heads of Households, *Low Income Groups, Manpower Development, *Mexican Americans, Minority Groups, Postsecondary Education, Program Effectiveness, Racial Discrimination, Sex Discrimination, *Training, Vocational Education, Welfare Recipients, Womens Education, Working Women
Identifiers-Aid to Families with Dependent Children, Chicanas

In an effort to provide positive program and procedural alternatives for personnel working in educational and training programs for low-income women, the book presents the current situation of minority female low-income heads of household, especially the Chicana, and offers solutions and recommendations regarding the education and training of such women. Focusing on the socialization and education of women, Section I consists of an extensive review of racism and sexism, and their effects on women; a report on college and vocational programs that encourage or discourage the entry and completion of postsecondary courses by female low-income heads of household; and a description of the components of a potentially successful junior college recruitment, counseling, and retention program; Section II contains a discussion and analysis of two questionnaires which focused on economic, education, and training problems of female low-income heads of household. Concerning the preparation of low-income women for work, Section III contains a practical solution to their poverty problems. The Aid to Families with Dependent Children program is used to delineate the money wasted in current programs for low-income women and the resultant low level of benefits to the recipients. Accompanying video tapes are available from the National Chicana Foundation. (SB)

ED 167 309 RC 011 189

The Education of Migrant Workers and their Families. Case Studies Undertaken for the National Commissions of Finland, France, Sweden, Yugoslavia. UNESCO Educational Studies and Documents No 27.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-78
Note-49p.
Available from-UNIPUB, 345 Park Avenue South, New York, New York 10010 ($2.75)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
Document Not Available from EDRS.
Descriptors-Adjustment (to Environment), *Bilingual Education, Bilingualism, Cultural Differences, Educational Policy, *Educational Problems, Foreign Countries, Immigrants, Language Handicapped, Language Instruction, Language Maintenance, Migrant Child Education, *Migrant Education, *Migrant Problems, Migrant Workers, Personality, Policy Formation, *Second Language Learning, *Social Status, Sociolinguistics
Identifiers-Finland, France, Sweden, Yugoslavia

The report consists of four case studies which show the extent and importance of the problem of education of migrant workers and their families as seen by Finland, France, Sweden, and Yugoslavia. Dealing mainly with the education of second generation Finnish workers in Sweden, the first study addresses the teaching of the mother tongue and the host language in the context of the migrant family's socio-cultural situation. Trends in the socio-educational situation of migrants in France are discussed in the second study; some activities selected, either because they have been undertaken on a large scale or because of their experimental character and the results' qualitative value are analyzed. Topic of the third study is the different arrangements for teaching the immigrants' mother tongue in the Swedish schools. The last study discusses the socio-educational position of migrant workers in receiving countries, and what Yugoslavia is doing, both at home and abroad, to train its migrant workers. A final report of a 1976 international seminar on migrant education held in Geneva covers the main points discussed, conclusions, and recommendations adopted regarding specific difficulties encountered by migrant minorities in host countries; the analysis of the role of host countries and countries of origin in meeting the needs of migrant communities; the current research on teaching of the mother tongue and host language to migrant children; and the bases on which established school and socio-educational policies might be re-examined. (SB/NQ)

ED 167 310 RC 011 191

Baral, David P.

Achievement Levels Among Foreign-Born and Native-Born Mexican American Students.

Pub Date-77

Note-116p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Academic Achievement, Acculturation, Cultural Background, Cultural Factors, *Family Background, *Immigrants, *Junior High School Students, *Mexican Americans, Parental Background, *Predictor Variables, Psychological Characteristics, Questionnaires, Self Concept, Sex Differences, Social Factors, Social Status

Identifiers-Arizona (Nogales), *Native Born, United States (Southwest)

The study compared the academic achievement of 59 recent Mexican immigrant and 59 native-born Mexican American junior high school students in Nogales, Arizona. Three different types of variables were investigated: measures of student achievement, family background factors, and acculturative stress variables. Data were obtained from the school records, the Family Background Questionnaire, the Self-Esteem Inventory, and the Intellectual Achievement Responsibility Questionnaire. The study revealed that, contrary to prior research and the general expectation of Southwest educators, the academic achievement of recent Mexican immigrants was not better than that of second or third generation Mexican American students. Furthermore, the recent immigrants experienced more acculturative stress and scored lower on four family background variables (father's educational level and present occupational status, mother's educational level, and parental stress on education). The most consistent predictors of educational level and present occupational status, and student's self-concept. The differences between the groups were not attributable to chronological age or length of schooling in the United States, but sex differences were important to the sociocultural and psychocultural factors. Larger scale studies in urban and rural areas more remote from the Mexican border are recommended as is a study of the extent to which teachers believe recent immigrants achieve better. (SB)

Tarbuth, Lawson, Comp.
Winter Games.
Pub Date-73
Note-16p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Alaska Natives, *Childrens Games, Cultural Awareness, Elementary Education, *Eskimos, Experiential Learning, *Outdoor Education, *Play, *Recreational Activities
Identifiers-*Winter Games

Educators may find activities for indoor and outdoor winter programs in the games of the traditional Eskimo. These games are dominated by few-step operations and low level structural organization. For the most part they are quickly organized, begun, terminated, and ready to be recommenced. All types of games can be found, including quiet ones, individual stunts, cooperative games, and small and large group activities. In Seal Racing,'' participants lie on their stomachs and race forward on their hands with legs limp and body trailing.

Arsaarartuq'' features pulling contests where two participants lock wrists or fingers or elbows and pull. In Holman Island Musk Ox Fighting'' two young boys go down on all fours, put their heads under the shoulder of the person opposite, and try to uproot the opponent much the same as musk ox do when locking horns. Other animal-influenced activities include Holman Island Forehead to Forehead Pushing'' and the Dog Team Pull.'' In the dog team game, rope is tied around the waists of two opponents to serve as a harness. They face away from each other, drop down on hand and knees, and try to pull the opponent over a line drawn between them. Ball games include ice broomball, a number of football related activities, and a baseball-like game. This guide tells how to play some 40 games suitable for a winter environment. (DS)

ED 167 312 RC 011 200

Berezowski, P. E. And Others
Shopping Centers: Their Development and Impact on a Community.
Pub Date-76
Note-60p.; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Activities, Architecture, Commercial Art, *Consumer Economics, Costs, Design, Elementary Education, *Experiential Learning, Interdisciplinary Approach, *Land Use, Methods, Objectives, *Outdoor Education, Proximity, Resource Materials, Transportation
Identifiers-*Community Studies, *Shopping Centers

Presenting extensive background material on the development of shopping centers, this paper includes elementary and junior high school outdoor education activities centering upon shopping center studies.

Background material includes analysis of the following: shopping center types (architecture, regional location, etc); land use (guidelines for successful center development, capital costs and services, locational considerations, problems restricting land use, conditions affecting development, and area required for retail stores); transportation and communication (transit system and shopping center parking requirements); consumer behavior (determinants of store choice, store layouts and displays, motives for shopping preference, percentage of sales by retail group, public appeal, and consumer and grocery shopping); how the residential area can affect the growth of shopping centers; advertising related to shopping centers (exterior and interior sign display and printed advertising). The activities section of this paper includes activities directed toward parking lots; people; consumerism and comparative studies, advertising; service, security and design; residence and area can affect capital costs and transportation; and the classroom. Each activity is defined in terms of objective and method. For example, the third activity in the activity section on parking lots is titled Parking Spaces Available''; objectives include determination of the number of parking stalls available and the number available for customer parking; method involves counting, multiplying (rows), and subtracting skills. (JC)

ED 167 313 RC 011 202

Status of the Bureau of Indian Affairs Reorganization. Hearing Before the United States Senate Select Committee on Indian Affairs, 95th Congress, 2nd Session on Oversight on the Status of the Reorganization of the Bureau of Indian Affairs.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date-Aug 78

Note-438p.; Not available in hard copy due to small print of original document

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Organization, Agency Role, *American Indians, Economic Development, Education, Futures (of Society), Manuals, Needs Assessment, *Organizational Change, *Planning, *Policy Formation, Resource Allocations, *Status

Identifiers-*Bureau of Indian Affairs, Congress 95th, *Federal Indian Relationship, Trust Responsibility

The objective of the August 16, 1978, United States Senate hearing was to determine reorganization plans for the Bureau of Indian Affairs (BIA). The Assistant Secretary of the Interior for Indian Affairs, two Deputy Secretaries, and Mr. Charles Trimble of the United Effort Trust testified before the Select Committee on Indian Affairs. The Assistant Secretary, Forrest J. Gerard, submitted and summarized a lengthy report of Phase I (Planning) of a 3-phase operational plan for reorganization along the lines of 36 BIA Task Force recommendations presented March 31, 1978, and included in the hearing record. He reported that BIA review teams from Headquarters, area offices, and the field had translated the recommendations into decision documents'' containing alternate approaches, action plans, and timetables for each recommendation. He noted the completed implementation of two recommendations (staffing of Assistant Secretary's office and institution of performance evaluation systems). Finally, Mr. Gerard stated that action was underway on approximately half the recommendations, notably those dealing with the superintendents' role, the BIA manual, resource allocation, and certain appointments. He further proposed selection of a full-time project manager to oversee implementation and reported that decisions on all 36 recommendations were expected by September, 1978. Mr. Trimble commented on several aspects of the BIA's progress. (SB)

ED 167 314 RC 011 203

Barnhardt, Ray And Others

Small High School Programs for Rural Alaska. Vol. I, A Preliminary Report of the Small High Schools Project.

Alaska Univ., Fairbanks.

Spons Agency-Alaska State Dept. of Education, Juneau.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-Feb 79

Grant-G007701985

Note-191p.; Parts may not reproduce clearly due to small print

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Alaska Natives, Community Involvement, Community Resources, Cultural Context, Curriculum Development, Experiential Learning, *High Schools, Interdisciplinary Approach, *Program Design, Program Development, Relevance (Education), Rural Education, *Rural Schools, *School Community Relationship, Secondary Education, *Small Schools, *Success Factors, Teacher Morale, Teacher Selection, Time Blocks

Identifiers-*Alaska

Focusing on examination of the current status of small high schools, identification of the elements of successful programs, and formulation of a general program design, the report of the first year of the Small High Schools Project for Rural Alaska presents over 100 recommendations to help small high schools develop into effective institutions. How to achieve greater curriculum continuity, how to measure effectiveness of a high school program, how to reflect local culture in the curriculum, and the place of basketball in the schools are among the issues studied by field workers on-site for 8 months in 9 communities. Among successful program elements identified are strong community involvement and adaptation of standard programs to contemporary life in rural Alaska. The basis of a small high school program is seen as providing for the development of basic academic skills using experientially-oriented, project-centered activities emphasizing community resources; the program should be flexibly structured into a block schedule format and should revolve around three broad interdisciplinary study areas communication arts, environmental studies, and human ecology. Other recommendations are that school districts recruit teachers carefully, and that information exchange networks and a Small High School Program Development and Training Center'' be established. (SB)

Philp, Kenneth R.

John Collier's Crusade for Indian Reform: 1920-1954.

Pub Date-77

Note-304p.

Available from-The University of Arizona Press, Box 3398, Tucson, Arizona 85722 (clothbound; $12.50; paperback; $6.50)

Pub Type- Historical Materials (060) - Books (010)

Document Not Available from EDRS.

Descriptors-*American Indians, *Cultural Pluralism, Culture Conflict, Federal Government, Federal Programs, *Policy, Policy Formation, Religious Conflict, Reservations (Indian), Self Determination, *Tribes, *United States History

Identifiers-Bureau of Indian Affairs, *Collier (John), Cultural Genocide, Cultural Preservation, *Federal Indian Relationship, New Deal, Tribal Government, Tribal Sovereignty, Wheeler Howard Act

For many years federal government policy sought to break up Indian communal land holdings, destroy tribal communities, and absorb Indians into the mainstream of American Society. This policy changed dramatically in the 1920's and 30's, and John Collier stands at the forefront of those responsible. Collier questioned the wisdom of a policy which tried to turn the Indian into a white man; he felt tribal institutions should be preserved and studied because there was much that they could teach modern man in an industrialized society. An advocate of native rights, Collier crusaded to help the Pueblo Indians defeat the Bursum Bill. He founded the American Indian Defense Association, and as its executive director defended Indian religious dances and tribal self government, helped prevent the confiscation of oil and water power sites on the Navajo and Flathead reservations, and pushed for a Senate investigation of the Indian Bureau. As Commissioner of Indian Affairs under Roosevelt, he established an Indian ''New Deal''. His reforms included protection of Indian religious freedom, inclusion of Indians in public relief programs, codification of Indian laws, land conservation programs, and protection of tribal land holdings. He encouraged a sense of personal dignity and self respect among Indians and his goal of cultural independence for American Indians is felt today in the movements attending the growth of Indian nationalism. (Author/DS)

ED 167 316 RC 011 205

Schuerman, Laurell E. And Others
Native American Media Needs: An Assessment.
Native American Public Broadcasting Consortium, Lincoln, Neb.
Pub Date-Jan 79
Note-139p.; Small type may not reproduce clearly; Best copy available
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*American Indians, Information Dissemination, Information Systems, Mass Media, *Media Research, Media Specialists, *Needs Assessment, *Programing (Broadcast), Public Television, Questionnaires, Tables (Data), Training, Tribes
Identifiers-*Urban American Indians, Urban Centers

Twenty five urban centers, 70 Indian tribes, and 60 public television stations responded to questionnaires in an attempt to collect information useful to the process of making programmatic decisions about future goals and activities of the Native American Public Broadcasting Consortium (NAPBC). The Tribal and Urban Center questionnaires were concerned with facilities, information sources, media involvement, media equipment, and programming preferences of respondents. Radio and television were generally available to tribes and populations served by urban centers, and educational television was the preferred source of information. Most respondents in both categories wanted a trained media specialist available or on staff. Culture, history, survival skills, employment, economics, and developing a positive self-image were seen as important program topics. Of the responding public television stations, only about 25% had 5 to 10 hours of Native American programming per year, despite having Native American audiences. Lack of money and knowledge prevented production of such special interest programs. Indian culture, arts, and social issues were topics perceived as interesting to Native American viewers. Overall, top priority Native American media needs were determined to be programming, training, and information delivery systems. The questionnaires are included with complete data tabulations for each. (SB)

ED 167 317 RC 011 207

Swan, Malcolm D.

Outdoor Education: Community Studies Through Field Experiences.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Contract-400-75-6025

Note-72p.

Available from-National Educational Laboratory Publishers Inc., 813 Airport Blvd., Austin, Texas 78702 (EC-074; $6.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Community Surveys, Demonstration Programs, Experiential Learning, *Field Experience Programs, Field Instruction, Field Trips, Legal Responsibility, Organization, *Outdoor Education, *Program Descriptions, *Program Development, Program Planning, Recordkeeping, Records (Forms), Secondary Education, Student Experience, *Teaching Guides

Identifiers-*Community Studies, Information Analysis Products

Field experiences in which high school students work away from the classroom to study their own communities are often considered to be the most valuable aspect of an educational program. However, the educator who seeks to provide field experiences for students must plan and organize this program carefully. He must establish clearly defined objectives and communicate them to administrators, peers, and students. Scheduling arrangements to give students more time away from school should be arranged. The teacher must become familiar with potential ``liability'' problems associated with field trips and take precautions to assure the safety of his students. He should carry personal professional liability insurance. He must lay groundwork in identifying sites and approaching resource people. Students must be counseled on appropriate behavior, including proper conduct, interviewing techniques, and sensitivity to the rights, feelings and needs of those with whom they come in contact. Follow up activites should continue on the study long after student reports are turned in. This document is intended to encourage and guide teachers interested in community studies. It describes the value of such work, lists potential subject areas, and discusses exemplary community studies. Steps to organize and conduct a study are presented along with samples of questionnaires and data gathering forms. (DS)

ED 167 318 RC 011 208

Parks, Gail Sher, Jonathan P.
Imaginary Gardens? Real Problems: An Analysis of Federal Information Sources on Rural Education.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-75-0025
Note-49p.
Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC-076; $6.00)
Pub Type- Information Analysis (070) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Agency Role, Cultural Differences, *Data Bases, Educational Finance, *Federal Government, Government School Relationship, *Information Needs, *Information Sources, Migration Patterns, Population Trends, Rural Economics, *Rural Education, Rural Urban Differences
Identifiers-Information Analysis Products

Comprehension of the current condition of rural education is essential to national education policy and program considerations, yet rural schools go unnoticed at the federal level because of a paucity of national rural data. The changing nature of rural population, the national mandate for equal educational opportunity, and the need for a timely concept of rural development are all justifications for an expanded rural education data base. The data base should include information on student populations, the schools and school staff characteristics, and educational finance. This information should be gathered via: periodic studies of the status of rural education at the local, regional, and national level; analytic synthesis of work on many topics affecting rural students; and the routine inclusion of rural schools and students in all major congressionally mandated studies. Descriptions of 12 federal information sources such as the Departments of HEW, Labor, and Agriculture, the Bureau of the Census, and the General Accounting Office stress the particular strengths and weaknesses of those sources and emphasize that no one governmental source has all the information on rural education. The agency descriptions serve much as an annotated bibliography for the information seeker. Recommendations include providing for systematic collection of rural data, merging of agency data, and creating a National Center for Rural Education Studies. (SB)

ED 167 319 RC 011 209

Smith, Jeanne

Survey of Jobs and Job Opportunities on the Pine Ridge Reservation: January 1978.

Oglala Sioux Community Coll., Pine Ridge, N. Dak.
Pub Date-May 78
Note-20p.; Not available in hard copy due to poor print quality of original document
Pub Type- Numerical/Quantitative Data (110) () - Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Education, *American Indians, Career Exploration, Career Ladders, *Career Opportunities, Community Colleges, Developing Nations, *Employment Opportunities, Employment Trends, *Job Market, Job Skills, Occupational Information, Postsecondary Education, *Program Planning, Reservations (Indian), Tribes
Identifiers-Oglala Sioux (Tribe), Oglala Sioux Community College SD, *Pine Ridge Reservation SD

In January of 1978 the Oglala Sioux Community College conducted a survey to determine what jobs exist on the Pine Ridge Reservation, what vacancies occur regularly, and what job opportunities will occur. The impact the school might have on the local job market was also examined. Interviews with each reservation employer showed there to be 571 jobs in businesses, 617 in education, 142 in health professions, 122 in law and order, and 104 in social services. Also, there were 1,432 jobs in agriculture, 235 in construction, 313 in semi-skilled categories and 127 in manufacturing. High rates of turnover existed in certain professions, including 61 percent in clerical work and 35 percent in professional, managerial, and technical jobs. Part of this was attributed to inadequate job skills. Out of 748 jobs available through the reservation job service, 114 were unfilled because they demanded at least a four year college degree or a specific skill performed at a high degree of precision. The technical and professional areas offer promise for future jobs if Indians can secure further training and education. The Community College is working toward improving the 54 percent unemployment rate by developing four year degrees in education, social services, and business. If the nursing program is expanded, training can be provided for 76 percent of the difficult to fill jobs. Technical and job related courses will also provide advanced vocational training for local people. (DS)

ED 167 320 RC 011 210

Smith, Jeanne

Enrollment Data and Future Projections: Oglala Sioux Community College, 1972-1984.

Oglala Sioux Community Coll., Pine Ridge, N. Dak.

Pub Date-Jun 78

Note-21p.; Not available in hard copy due to poor print quality of original document

Pub Type- Numerical/Quantitative Data (110) () - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adult Education, *American Indians, *Community Colleges, Employment Programs, *Enrollment Influences, *Enrollment Projections, Enrollment Trends, Higher Education, Postsecondary Education, *Student Characteristics, Tribes

Identifiers-Oglala Sioux (Tribe), *Oglala Sioux Community College SD

Since Fall of 1973, the population of Oglala Sioux Community College has remained fairly constant, averaging 339 students in the fall and 380 in the spring. In Spring, 1978, 64 percent of the student body attended part time, with an average of 68 percent being female. Although the number of graduates has increased from 7 in 1974 to 24 in 1978, the retention rate has dropped from 76 percent in 1975 to 57 percent. Enrollment is strongly influenced by local employment patterns. Government, state, and tribal programs cause sudden changes in enrollment when they require employees to take classes. Availability of financial aid programs and employers' support of their employees taking college courses are also influences. Because of the shifts in both the financial aid programs and the employment training picture, enrollment projection is difficult. Many young people leave the reservation and no large college age population boom can be predicted. Based on projected reservation growth, however, student enrollment should be 386 in 1980-81 and 406 in 1983-84. Protection from unexpected enrollment fluctuations can be provided by working closer with employers, providing courses to compliment federal programs, and directing recruiting efforts at both high school counselors and students. (DS)

ED 167 321 RC 011 211

Krout, John A.

Net Migration Change in U.S. Nonmetropolitan Counties, 1960-74: A Test of Three Alternative Hypotheses.

Pub Date-Aug 78
Note-44p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 30-September 3, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Age Groups, *Community Resources, Demography, *Ecology, *Employment Patterns, Migration Patterns, Population Distribution, Population Trends, Rural Areas, *Urbanization, Urban to Rural Migration, Young Adults
Identifiers-*Nonmetropolitan Areas

To further an explanation of the post-1970 United States demographic phenomenon of increased population for non-metropolitan areas, the relationship of 3 ecological phenomena to non-metropolitan net migration rates between the 1960's and the 1970's is examined for a random stratified sample of 380 United States non-metropolitan counties (primarily using U.S. Department of Agriculture data). The ecological phenomena studied as possible explanations of the change are: sustenance organization, including overall functional specialization and employment change; change in the age structure, especially the population in the highly mobile young adult'' years; and spillover'', the expansion of metropolitan population and activities into non-metropolitan areas. Findings support existing literature and indicate that changes in the overall number of employment opportunities, changes in specialization of sustenance organization, and sustenance activity in all categories but mining are not significantly related to net migration change. There is, however, a significant link between net non-metropolitan migration change and change in age structure of non-metropolitan populations as well as metropolitan spillover''. Therefore, gains in net migration rates of non-metropolitan countries in the 1970's do not signal the development of new population redistribution mechanisms; rather, they can be viewed as a result of the continued operation of traditional processes. (Author/SB)

Barton, Amy E.

Campesinas: Women Farmworkers in the California Agricultural Labor Force. Report of a Study Project by The California Commission on the Status of Women.

California State Commission on the Status of Women, Sacramento.
Spons Agency-California Employment Development Dept., Los Angeles.
Pub Date-Dec 78
Note-77p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Agricultural Laborers, Demography, Economic Disadvantagement, Employer Attitudes, *Employment Practices, Equal Opportunities (Jobs), *Females, Field Interviews, Mexican Americans, *Migrant Workers, Needs Assessment, Occupational Mobility, Research Projects, Seasonal Laborers, Social Services, *Socioeconomic Background, Statistical Data, *Work Attitudes, Working Women
Identifiers-*California

A one year descriptive study of demographic characteristics, employment situations, and supportive services needs of women farmworkers in the California labor force was conducted in 1977-78. Data were collected in interviews with both employers and 400 women and 200 men engaged in farmwork in Fresno and Imperial Counties. Most of the women were of Mexican extraction, were between 21 and 29 years of age, and had between one and seven years of school. Their average annual income was just under $3000, yet over one-third were heads of households. Confined to lower paying jobs of a more sporadic nature, they had annual incomes two-thirds less than that of male farmworkers. The women lacked upward job mobility; employers believed the higher paying, more skilled tasks were beyond a woman's physical capabilities. The women themselves felt capable of pursuing physically demanding work. Some tables in this document summarize responses by male and female workers to questions on such topics as ethnic background, age, religion, marital status, earnings, experience, education, housing, crops worked, union interests, job training, and types of work done. Fifteen tables present responses made by employers on questions concerning such areas as farm size and type, years in farming, and attitudes toward various aspects of employment of women workers. (DS)

ED 167 323 RC 011 213

Davis, Benjamin G.

A Study for the State of California to Define Movement Patterns of Migrant Children.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Pub Date-May 78

Note-144p.; Not available in hard copy due to publisher's preference; related documents are RC 011 211-229 ; Best copy available

Pub Type- Reports - Research (143) - Information Analysis (070)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Area Studies, Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, *Relocation, *Student Mobility

Identifiers-*California

Using data extracted from the Migrant Student Record Transfer System, a study was undertaken to (1) define the flow of migrant children to and from the state month by month, (2) determine the principal movement patterns, and (3) examine intrastate movement and its patterns. For trend analysis, data were compared for the calendar years of 1975, 1976 and 1977. In 1977 there were over 82,000 migrant students identified in the state. The vast majority were intrastate students. During the year, there were 2,753 interstate student entries; 2,622 interstate student departures; and 35,353 intrastate student movements. Texas continued to be the most dominant sending and receiving state, followed by Arizona, Washington and Oregon. Migrant students moved infrequently within the state, averaging 1.4 moves per child. Over 90% of the intrastate movement was intraregional and 85% of the moves within a region did not cross a county line. This state summary makes extensive use of charts to present study data on numbers, origins, and destinations of migrants, with breakdowns by month and grade level. Other charts compare statistics from the years of 1975, 1976 and 1977. Maps show regional organization and monthly entry patterns and departures. Appended are three large maps giving detailed patterns of departures, entries and intrastate movement. (DS)

ED 167 324 RC 011 215

Schwartz, Peter

Does Mother Nature Really Sell Margarine?: The Uncertain Rural Future.

Pub Date-Aug 78

Note-9p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 30-September 3, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Agribusiness, Agricultural Production, *Agricultural Trends, *Economic Change, Economic Progress, Farmers, *Futures (of Society), *Prediction, Quality of Life, *Rural Areas, Rural Economics, *Social Change, Social History, Technological Advancement, Trend Analysis, Values, Western Civilization

Identifiers-*Rationalism

There exists a question as to whether United States society and its agricultural system will continue to follow the long-term trend of Western civilization or move in a new direction. The modernization trend'' of Western civilization has 4 components: scientification of knowledge, secularization of human values, industrialization of human activity, and, most importantly, economic rationality. This trend greatly contrasts a potential cultural transformation characterized by greater insistence on self-determination, greater emphasis on the quality of life, a movement toward appropriate technology'', greater acceptance of an ecological ethic, and a widespread search for transcendental meanings. Among the many challenges to this new movement are some relevant to rural life: overwhelming world food problems and the exodus from cities. If agriculture follows this new direction, there will be smaller and small aglomerations of farms, smaller communities located near food production, and more participation in food production. If, however, rural agriculture follows the trend of Western civilization, the results will be fewer and fewer farmers, larger and larger farms, a growing dominance of economics over rural life, and institutionalized agriculture. In the very near future, agriculture will be characterized by both trends. (SB)

ED 167 325 RC 011 216

Huessy, Hans R.

Behavior Disorders and Learning Disabilities over 15 Years in Rural Vermont.

Pub Date-Mar 77
Note-26p.; Paper presented at the Brown University Program in Medicine, Minimal Brain Dysfunction: A Closer Look,'' (Providence, Rhode Island, March 2-3, 1977) ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Drug Therapy, Elementary Secondary Education, *Emotionally Disturbed, *Environmental Influences, Hyperactivity, *Learning Disabilities, Maladjustment, Medicine, *Minimally Brain Injured, Physical Environment, *Rural Areas, Slow Learners, Social Factors
Identifiers-Vermont

Early identification of Minimal Brain Dysfunction (MBD) is now easier, partly as a result of a series of 3 studies made in rural Vermont over a period of 15 years. MBD victims exhibit different behaviors at different ages. Fidgetiness'', a nuisance'' factor, and poor learning are all strong predictors of MBD for children at the 9th grade level. Especially at the 4th or 5th grade level, children who exhibit MBD behavior for more than a year risk later academic difficulties and other disorders. MBD is sensitive to environmental factors and is aggravated by societal diversity, large families, living in apartments or trailers, and open classrooms. Factors which improve MBD are increased large muscle activity, rigid social structure, single family dwellings, and tightly run classrooms. As adults, individuals with MBD may exhibit alcoholism, criminality, hysterical behavior, and serious deficiencies in the ability to form lasting relationships. In addition, among MBD victims there is a greater trend towards adolescent illegitimate pregnancy; school dropout; lower socio-economic status; poor pre-, para-, and post-natal care; and prematurity. Medication can be effective in the treatment of MBD and should be attempted. (SB)

ED 167 326 RC 011 219

Davis, Benjamin G.

A Study for the State of Arizona to Define Movement Patterns of Migrant Students.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency-Arizona State Dept. of Education, Phoenix.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date-Jan 79

Note-74p.; Some small print may not reproduce clearly

Pub Type- Information Analysis (070) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Comparative Analysis, Elementary Secondary Education, *Migrant Children, *Migrant Education, Migrant Schools, Migration, *Migration Patterns, On Line Systems, *Relocation, *Student Mobility

Identifiers-*Arizona

During the calendar year September 1977 to August 1978 there were over 10,000 Arizona migrant students listed in the Migrant Student Record Transfer System (MSRTS). Because agriculture was a year round activity within the state, students tended to remain for relatively long periods of time. Forty-four percent of the students moved only one time during the year and 31% indicated no movement at all. An analysis of the MSRTS records showed that 1,349 students entered Arizona from 31 states. Almost 80% were from California, Colorado, Oregon, Texas and Idaho and 58% were from 17 counties. Over 81% of the entering students were in grades K through 6. Fifty percent of the 781 students departing the state left during May and June. Significant differences in destinations existed depending on the student's county of origin in Arizona. Most students leaving Maricopa county went to Texas, and 69.6% of those leaving Yuma county went to California. Four counties in California, Colorado, and Oregon received 26% of all the migrant students departing Arizona. Identification of home base states, counties providing significant numbers of incoming students and areas receiving large numbers of students would serve to allow closer coordination of educational, health, and other social programs. (DS)

Davis, Benjamin G.

Evaluation Analysis Report for the Arizona Migrant Child Education Program 1977-1978.

Lewis (D. A.) Associates, Inc., Clinton, Md.
Spons Agency-Arizona State Dept. of Education, Phoenix.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-Nov 78
Note-83p.; Related document is ED 147 057
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Achievement Gains, Ancillary Services, Comparative Analysis, Demonstration Projects, *Educational Assessment, Elementary Secondary Education, Enrollment, Information Dissemination, *Migrant Education, Parent Participation, *Program Content, Program Coordination, Program Validation, Special Services, Staff Improvement, *State Programs, *Summer Programs, Workshops
Identifiers-*Arizona

During the 1977-78 school year the Arizona Migrant Child Education Program served over 8,000 migrant students, 80% of which were in grades 1 through 8. Academic, health and nutritional services were among those provided with academic services featuring special instruction in reading skills, oral language and computational skill development. During the regular school year the program employed 355 full time staff; 368 were employed during the summer session. Training activities were provided at all levels of program operation to all types of staff persons. Activities included 368 instructional services workshops and 124 Migrant Student Record Transfer System workshops. In addition to discussing the students served, services provided, and staff involved, this document describes the program coordination, parental involvement, and information dissemination to parents, school personnel, the community, the State Department of Education, and other agencies. It lists exemplary project features, assesses quantitative and qualitative program impacts, and makes program comparisons. Also included are the Arizona Migrant Child Education Laboratory final report and the Migrant Child Teacher and Teacher Aide Institute's report. Also given are recommendations for improving the program, i.e., continued emphasis on parental involvement, development of a secondary student credit exchange, and increased recruitment of preschool, kindergarten and secondary students. (DS)

Davis, Benjamin G.
California Migrant Student Movement Study Region I Analysis.
Lewis (D. A.) Associates, Inc., Clinton, Md.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
Pub Date-May 78
Note-77p.; Not available in hard copy due to publisher's preference; related documents are RC 011 213 and RC 011 221-229 ; Best copy available
Pub Type- Reports - Research (143) - Information Analysis (070) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Area Studies, *Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, On Line Systems, *Relocation, *Student Mobility
Identifiers-*California

Using data taken from the Migrant Student Record Transfer System, a study was undertaken to examine migrant student movement patterns for Region I of California's Migrant Education Program which includes eight counties located along the Pacific coast between Los Angeles and San Francisco. In 1977, 490 students entered Region I from another state; 74% were elementary school students. Monterey, Santa Clara, and San Benito were the major receiving counties. Another 490 migrant students moved to other states; 68% left Monterey and Santa Clara counties. Within the region 8,191 intrastate students entered schools and 8,156 students departed. Ninety-one percent of all departing students entered other schools in the same county. Over 16,000 students showed no movement at all. A summary of 1975 and 1976 inter- and intraregional movements showed substantial increases in both movement within the region and in the number of nonmobile students. Because of these trends, the problem facing educators is to deal with the interruption of services and to assist students in catching up on information lost due to their moves. Tabular data is given on numbers, origins and destinations of interstate students. Intrastate figures include regional movement, grade level breakdowns, origins, destinations, and no movement at all statistics. Data on student movement in 1975 and 1976 are also included. (DS)

ED 167 329 RC 011 222

Davis, Benjamin G.

California Migrant Student Movement Study Region 2 Analysis.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Pub Date-May 78

Note-77p.; Not available in hard copy due to publisher's preference; related documents are RC 011 213 and RC 011 221-229 ; Best copy available

Pub Type- Reports - Research (143) - Information Analysis (070) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Area Studies, *Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, On Line Systems, *Relocation, *Student Mobility

Identifiers-*California (North)

Region 2 of the California Migrant Education Program, located along the northern California coast and inland, includes 13 contiguous counties north of a line between San Francisco and Sacramento and the two counties in the northwest and northeast corners of the state. Using data extracted from the Migrant Student Record Transfer System, a study was undertaken to define movement patterns of migrant students from, to and within the state. Data showed that 351 migrant students entered the Region from another state in 1977. The major receiving counties were Sutter, Yolo and Colusa counties. Of the 308 departing students, 94% left for Texas, Washington, Oregon and Arizona. Intrastate movement figures showed 5,364 migrant students entered Region 2 schools and 5,397 left them. Ninety-seven percent of the movement was between schools in the region. When data from 1975, 1976 and 1977 were compared, a significant increase was seen in either settling out or in very localized movement within the state. Between 1975 and 1976 there was a 13% increase in the number of nonmobile students and 10% more was noted in 1977. This document includes tabular data on interstate and intrastate movement. Data includes state, regional and county information in such areas as origins, destinations, numbers, and grade levels of migrant students. Data of intrastate movement in 1975, 1976 and 1977 are compared. (DS)

Davis, Benjamin G.

California Migrant Student Movement Study Region 3 Analysis.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Pub Date-May 78

Note-77p.; Not available in hard copy due to publisher's preference; related documents are RC 011 213 and RC 011 221-229 ; Best copy available

Pub Type- Information Analysis (070) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Area Studies, Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, *Relocation, *Student Mobility

Identifiers-*California

The five counties of Madera, Merced, Contra Costa, San Joaquin and Stanislaus constitute Region 3 of the California Migrant Education Program. A study to evaluate movement patterns of migrant students from, to and within the state was conducted using data from the Migrant Student Record Transfer System. It indicates that in 1977 Region 3 ranked first of the nine California regions in the number of students entering directly from another state. Of the 715 interstate migrant students entering, 74% were elementary school students. Merced, Stanislaus and San Joaquin were the major receiving counties. Region 3 also ranked first as a provider, with 648 students moving from the region to other states. Texas, Arizona and Washington received 86% of those leaving the region. However, intrastate students accounted for the most movement; of the 7,749 migrant students entering Region 3 schools, 94% of them came from other Region 3 schools. Of the 7,797 intrastate migrant student movements 94% were to schools within the region and 82% were within the same county. Over 5,000 students were reported as not having moved at all during the year. When data from 1975, 1976 and 1977 were compared, the percentage of intrastate movements within a given region increased from 88.2% in 1975 to 91.8% in 1977. Tabular data presents state, region and county figures on such information as destinations, origins, numbers and grade levels. Intrastate movement and no movement statistics are also given for 1975, 1976 and 1977. (DS)

ED 167 331 RC 011 224

Davis, Benjamin G.

California Migrant Student Movement Study Region 4 Analysis.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Pub Date-May 78

Note-76p.; Not available in hard copy due to publisher's preference; related documents are RC 011 213 and RC 011 221-229 ; Best copy available

Pub Type- Reports - Research (143) - Information Analysis (070) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Area Studies, Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, *Relocation, *Student Mobility

Identifiers-*California (Fresno County)

Fresno County comprises Region 4 of the California Migrant Education Program. The area enjoys a low 6.9% unemployment rate compared to the state average of 7.83%. An analysis of movement patterns of migrant students from, to, and within the state showed that 348 migrant students entered the region from another state in 1977; Texas, Arizona and Washington were the major sending states. Departing to other states were 414 students; Texas, Arizona and Washington received 78% of these students. Intrastate students totaling 3,962 entered Region 4 schools, with 93% coming from other Region 4 schools. Other major sending regions were Regions 3 and 8. Grade level breakdowns showed 2,495 intrastate entries in grade K-6, 856 entries in intermediate grades, and 611 intrastate entries in high school. During 1977, a total of 3,973 intrastate students left schools in Region 4 but 92% of them went to other schools in the county. Almost 9,000 students showed no movement during the year. Inter- and intrastate movement summaries for 1975, 1976 and 1977 indicated an increase in both the number of nonmobile students and in the number of schools in which these students were enrolled. Between 1975 and 1977 intrastate migrant student movements within a given region increased from 88% to 92%. Tabular data includes state, region and county breakdowns on such information as numbers, origins, destinations and grade levels. Statistics from 1975, 1976 and 1977 compare intrastate and no movement figures. (DS)

ED 167 332 RC 011 225

Davis, Benjamin G.

California Migrant Student Movement Study Region 5 Analysis.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Pub Date-May 78

Note-77p.; Not available in hard copy due to publisher's preference; related documents are RC 011 213 and RC 011 221-229 ; Best copy available

Pub Type- Information Analysis (070) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Area Studies, Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, *Relocation, *Student Mobility

Identifiers-*California (Kern County)

Kern County in the south central part of the state makes up Region 5 of the California Migrant Education Program. Using the Migrant Student Record Transfer System as a data base, a study was conducted to examine the flow patterns of migrant students from, to and within each region and the state in 1977. Intrastate students dominated the California migrant student scene. In all, 1,568 intrastate migrant students entered a school within Region 5, as compared with 255 students entering from other states. Eighty-five percent of all intrastate students came from other schools in Kern County. Intrastate migrant students leaving schools in the region numbered 1,493 and 263 interstate students moved to other states. Data on a grade level basis showed 1,278 intrastate departures in grades K-6, 157 departures in grades 7-8, and 58 high school departures. Only 11 of the high school students moved to schools outside the region. Over 4,000 migrant students were reported as showing no movement during the year. When 1975, 1976 and 1977 records were compared for trend analysis, 1976 saw a 27% increase in the number of nonmobile students, and in 1977 an additional 5% was noted. Intrastate student movements increased from 88% to 92% in the three years. Tabular data with state, regional, and county breakdowns on intrastate and interstate migrant students include such information as numbers, origins, destinations and grade levels of students. (DS)

ED 167 333 RC 011 226

Davis, Benjamin G.
California Migrant Student Movement Study Region 6 Analysis.
Lewis (D. A.) Associates, Inc., Clinton, Md.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
Pub Date-May 78
Note-76p.; Not available in hard copy due to publisher's preference; relatd documents are RC 011 213 and RC 011 221-229 ; Best copy available
Pub Type- Information Analysis (070) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Area Studies, Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, *Relocation, Student Mobility
Identifiers-*California (Imperial County)

Located at the southeastern corner of the state and bordered by Arizona and Mexico, Imperial County makes up Region 6 of the California Migrant Education Program. Using the Migrant Student Record Transfer System as a data base, a study examined the 1977 flow patterns of migrant students from, to and within the state and each region. This region showed an increase in overall student enrollment, countering the general pattern statewide. Intrastate students dominated the California migrant student scene; the same held true for the county. In all, 114 migrant students entered the region from another state and 4,055 entered from within the state. Eighty-seven percent of the intrastate students came from other county schools. Departing the state were 113 students; 4,048 intrastate students left Region 6 schools. Grade level summaries showed that 2,918 intrastate students in grades K-6 departed, 403 intrastate students in grades 7-8 departed, and 727 intrastate high school students departed. Over 4,500 students did not move during 1977. Comparison of the records from 1975, 1976 and 1977 showed that between 1975 and 1976 there was a 20% increase in the number of nonmobile students, but in 1977 this decreased by 9%. In the years between 1975 and 1977 intrastate student movements within a given region increased from 88% to 92%. Tabular data in this document includes state, regional and county breakdowns on such information as numbers, origins, destinations and grade levels of students. (DS)

Davis, Benjamin G.
California Migrant Student Movement Study Region 7 Analysis.
Lewis (D. A.) Associates, Inc., Clinton, Md.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
Pub Date-May 78
Note-77p.; Not available in hard copy due to publisher's preference; related documents are RC 011 213 and RC 011 221-229 ; Best copy available
Pub Type- Information Analysis (070) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Area Studies, Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, *Relocation, *Student Mobility
Identifiers-*California, California (Riverside County), California (San Bernardino County)

Riverside and San Bernardino Counties constitute Region 7 of the California Migrant Education Program. Using data from the Migrant Student Record Transfer System, a study was conducted to examine movement patterns of migrant students in 1977. Intrastate (and intraregional) movement dominated the flow picture for the region, as well as for the state. During 1977, 174 migrant students entered Region 7 schools from another state and 1,113 students entered from within the state. Leaving the region for another state were 157 students, and 1,104 students departed for somewhere else in the region or state. The main receiving regions were Regions 8, 3 and 1. Grade level breakdowns indicated there were 1,073 intrastate students entering grades K-6 and 1,055 departing, 35 entering grades 7-8 and 35 departing, and 7 entering in grades 9-12 and 14 departing. Over 3,000 migrant students showed no movement at all during the year. There was a 37% increase in the number of nonmobile students identified in 1976 as compared with 1975, but between 1976 and 1977 the group increased by less than 1%. The statewide trend over the three years was an increase of 88% to 92% of intrastate movement within a region. Data indicated that the problem for administrators, therefore, lies not so much in record transfers but rather in helping students catch up on studies lost due to a move. This document includes tabular data reflecting state, regional and county breakdowns on destinations, origins, numbers, and grade levels. (DS)

ED 167 335 RC 011 228

Davis, Benjamin G.

California Migrant Student Movement Study Region 8 Analysis.

Lewis (D. A.) Associates, Inc., Clinton, Md.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
Pub Date-May 78
Note-78p.; Not available in hard copy due to publisher's preference; related documents are RC 011 213 and RC 011 221-229 ; Best copy available
Pub Type- Information Analysis (070) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Area Studies, Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, *Relocation, *Student Mobility
Identifiers-*California, California (Kings County), California (Tulare County)

Region 8 of the California Migrant Education Program, located in the central portion of the state, is composed of Kings and Tulare Counties. A study was conducted, using data from the Migrant Student Record Transfer System, to examine the flow patterns of migrant students to, from and within the state in 1977. It showed that intrastate movement dominated the picture. In 1977, 301 migrant students entered the region from another state and 221 moved to other states. Texas and Washington accounted for most of the arrivals and departures. Intrastate movement included 2,519 students entering and 2,524 students departing schools in the region. Grade level breakdowns on intrastate migrant students showed 1,743 students entering grades K-6 and 1,713 departing, 421 students entering grades 7-8 and 434 departing, and 355 students entering grades 9-12 and 377 departing. Almost 6,000 migrant students in Region 8 were reported as not having moved during the year. For trend analysis, data from three years were compared. Between 1975 and 1976 there was a 31.5% increase in the number of nonmobile students in the region, but a year later this group decreased by 19%. In 1975 and 1976, 82% of the students leaving Region 8 schools entered other schools in the region; this figure increased to 84% in 1977. This report includes state, regional and county breakdowns of the students' destinations, origins, numbers, and grade levels. Data comparing the three years are also included. (DS)

ED 167 336 RC 011 229

Davis, Benjamin G.

California Migrant Student Movement Study Region 9 Analysis.

Lewis (D. A.) Associates, Inc., Clinton, Md.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Pub Date-May 78

Note-77p.; Not available in hard copy due to publisher's preference; related documents are RC 011 213 and RC 011 221-228 ; Best copy available

Pub Type- Information Analysis (070) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Area Studies, Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrant Schools, *Migration Patterns, *Relocation, *Student Mobility

Identifiers-*California, California (Orange County), California (San Diego County)

Located in the southwestern corner of the state, Region 9 of the California Migrant Education Program is composed of Orange and San Diego Counties. With 684,469 elementary and secondary students in its schools, the region ranks first in overall enrollment when compared with the other eight regions. A study on the flow patterns of migrant students to, from and within the state indicated the movement was primarily intrastate in character; and number of intrastate students was approximately 20 times the number of interstate ones. In 1977, only five migrant students were reported in the Migrant Student Record Transfer System as entering the region from another state and eight students were reported as leaving the region to move directly to another state. In contrast, 832 students entered from another school within the state; of these 98% came from other region 9 schools. Some 861 students departed for other schools in the region or state. On a grade level basis, 543 intrastate students entered and 570 departed in grades K-6, 137 entered and 137 departed in grades 7-8, and 152 entered and 154 departed in grades 9-12. A total of 2,980 students showed no recorded movements in 1977. Between 1975 and 1976, the number of nonmobile students increased by 23%, but in 1977 this group decreased by 35%. Tabular data in this document reflects such information as state, region and county breakdowns of student origins, destinations, numbers and grade levels. (DS)

ED 167 337 RC 011 234

Robbins, Rebecca
How Communities and American Indian Parents Can Identify and Remove Culturally Biased Books from Schools.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-400-78-0023
Note-25p.
Available from-National Educational Laboratory Publishers, Inc. 813 Airport Blvd., Austin, Texas 78702 (EC-071; $4.00)
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, *Bias, *Community Responsibility, *Cultural Context, Curriculum Evaluation, Curriculum Problems, Discriminatory Attitudes (Social), *Evaluation Methods, *Instructional Materials, *Parent School Relationship, Racial Discrimination, Textbook Bias, Textbook Evaluation
Identifiers-*American Indian Education, Revisionism

Removal from the schools of educational material objectionable to American Indians is a matter of concern to teachers, parents, Indian communities and organizations, and educational decision makers. To appeal to a wider market, publishers often produce materials favoring the interests of the predominant society. Thus, textbooks and other curricular materials too often portray Indian people and institutions in an inaccurate, limited, and unfair manner, thus perpetuating a distorted historical view. Indian youth and adults must attempt to eradicate such historical and cultural misinformation and bias in instructional materials. One way in which unsatisfactory instructional materials can be identified is through the use of the Project MEDIA evaluation catalog developed by the National Indian Education Association. Community members can also identify and evaluate materials by asking specific questions such as ``Does the material generate a pride of heritage in Indian students?'', and by obtaining Indian students' reactions to the materials. Comprehensive and well-organized requests for curriculum material removal should be presented to appropriate school decision makers and authorities, which differ with the type of school involved. The many Indian and non-Indian organizations involved in efforts to improve the education of Indian children can assist in such efforts. An alphabetical list of such organizations is included. (SB)

ED 167 338 RC 011 238

Paris, Kay C.

Approaches to Bilingual/Bicultural Education of the American Indian: A Survey of Periodical Literature, 1967-77.

Pub Date-Mar 77
Note-25p.; Best copy available
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, *Biculturalism, *Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Teachers, Community Involvement, Cross Cultural Training, *Curriculum Development, *Demonstration Programs, Educational Research, Federal Aid, Federal Government, Government School Relationship, Guidelines, Intercultural Programs, Multicultural Education, *Teacher Education, Teaching Methods, *Testing
Identifiers-*American Indian Education

The bibliography lists approximately 300 English language periodical articles dating from 1967 to 1977 that are directly concerned with methods, projects, teacher education, and curriculum developments in bilingual/bicultural education of the American Indian. The entries are organized by topic: General, Federal Guidelines and Funding, Community Involvement, Preparation of Education Personnel, Curriculum and Methods, Testing and Research, and Demonstration Programs. Listed alphabetically by author, the entries include author's name, title, and periodical data. An annotated list of 8 reference sources, with the retrieval terms used in searching each one, is included. (SB)

ED 167 339 RC 011 241

Oliva, Leo E.

Apaches in Three Dimensions: Anthropology, History and Literature.

Pub Date-76

Note-19p.; Best copy available

Pub Type- Guides - Non-Classroom (055) - Historical Materials (060) - Information Analysis (070)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-American History, American Indian Culture, American Indians, *Anthropology, Cross Cultural Studies, Fiction, *History, History Instruction, *Instructional Materials, *Interdisciplinary Approach, *Literature, Novels, Social History, Social Studies, Teaching Methods, Tribes

Identifiers-*American Indian Studies, *Apache (Tribe)

As many disciplines as possible should be used in the teaching of Indian Studies. In particular, creative literature adds another dimension to the understanding of Indian culture and the history of Indian-white relations when it is used in conjunction with historical and anthropological material. The serious student should read historical novels because they communicate an understanding of Indians as human beings and an appreciation for Indian culture, and they fill the gap left by the Indians' lack of written language. For example, there are available fine anthropological and historical overviews of Apache life. However, historical novels such as Well Comfort's Apache'', Elliott Arnold's Blood Brother'' and Camp Grant Massacre'', and James Olson's Ulzana'', which have resulted from long research and study and contain much accurate information on Apache culture and history, can serve as excellent supplements to more standard instructional material. In general, the historical novel can provide insight, understanding, and a third dimension to anthropology and history by providing points of reference, giving specific examples, establishing integrity by portraying reality, providing synthesis, serving as a source of motivation, aiding the interpretation of controversial subjects, expanding the audience of Indian history, and stimulating research. (SB)

ED 167 340 SE 025 047

Page, Ray, Ed.
Strategies for Change in a Technological Society: Conference Report, Bath University, England 20 December 1977.
Bath Univ., (England). Science and Technology Education Centre.
Pub Date- 78
Note-43p.
Pub Type- Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Conferences, *Employment Opportunities, Higher Education, *Industry, Science Education, Secondary Education, *Social Change, *Sociocultural Patterns, *Technology

This report presents the proceedings of a one-day conference held at the University of Bath in the United Kingdom in December, 1977. The conference debated a variety of educational issues, technology, and changes in society. In doing so the participants tried to discuss how best to respond to specific needs of society, and how to deploy limited resources to achieve the most gains. The specific topics included a profile of the post-industrial society; change in British industry; and employment and technological change. The report includes ideas and strategies for developments in the form of recommendations that summarize the points made by various speakers. The report also lists the names and titles of the participants in the conference. (GA)

Otto, Paul B.

A Comparison of Attitudes and Knowledge of Science Processes of a Select Group of Ninth-Grade ISIS and IPS Students.

Pub Date- 78
Note-19p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Achievement, *Attitudes, *Cognitive Processes, *Individualized Instruction, Instruction, Physical Sciences, *Problem Solving, Science Course Improvement Project, Science Education, Secondary Education
Identifiers-Individualized Instructional System, Introductory Physical Science

The purpose of this study was to select a high school using the Individualized Instructional System (ISIS) materials and the Introductory Physical Science (IPS) course and to detect any changes in the students' attitudes toward science and ability to employ specific processes of science at the end of a semester of coursework. Wayne, Nebraska, High School was selected since both ISIS and IPS are taught in it at grade level nine. Twelve students in one section of ISIS and 71 students in four sections of IPS were involved in the study. Two instruments, the Test of Science Processes (TSP) and the Science Attitude Inventory (SAI), were administered as pretests and posttests to collect data. No significant difference between groups was observed on the TSP. Negative gains on means scores on the SAI were observed. Analysis of the attitudes examined by the SAI showed that the IPS students showed significant gains over the ISIS students. (GA)

Instrumentation for Environmental Monitoring: Water, Volume 2.
California Univ., Berkeley. Lawrence Berkeley Lab.
Spons Agency-Energy Research and Development Administration, Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Dec 76
Note-1,179p.
Available from-Environmental Instrumentation Group, Lawrence Berkeley Laboratory, University of California, Berkeley, CA 94720 ($10.00)
Pub Type- Reports - Research (143)
EDRS Price MF-$2.17 HC-$03.63 Plus Postage.
Descriptors-Biology, Chemistry, *Environment, Equipment, *Instructional Materials, Instrumentation, *Laboratory Techniques, Metals, Natural Resources, Pesticides, *Postsecondary Education, *Research, Science Equipment, Water Pollution Control, Water Resources
Identifiers-Waste Water Treatment, Water Treatment

This volume is one of a series discussing instrumentation for environmental monitoring. Each volume contains an overview of the basic problems, comparisons among the basic methods of sensing and detection, and notes that summarize the characteristics of presently available instruments and techniques. The text of this survey discusses the instrumentation presently available to provide quantitative monitoring for fresh water and estuarine water. Techniques which may be developed into instrumentation are also discussed. In addition, recommendations for improved or new instrumentation are included. Each section of this volume addresses a particular pollutant or parameter and contains an introduction discussing relevant background information and a detailed critique of instrumentation techniques. Information pertinent to the individual instruments is given in the instrument notes. Topical areas include: metals; halides and cyanide; biological parameters; phenolics; petrochemicals; radiation; and physical parameters. (CS)

Brown, Kenneth E. Obourn, Ellsworth S.

Offerings and Enrollments in Science and Mathematics in Public High Schools, 1958. Bulletin 1961, No. 5.

Department of Health, Education, and Welfare, Washington, D.C.
Report No.-DHEW-OE-29021
Pub Date-61
Note-94p.; Not available in hard copy due to numerous small print in tables and shaded charts and graphs; For related document, see SE 025 151
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.35)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Course Evaluation, Educational Development, Educational Research, *Enrollment, *High Schools, *Mathematics Education, Science Course Improvement Project, *Science Education, Secondary Education

This document provides data on the offerings and enrollments in science and mathematics in the public high schools of the United States. The data presented are based on information received in 1958 from a randomly selected sample of public high schools. The 4,228 usable returns in science and the 4,254 in mathematics came from about 20% of the total number of public high schools in the U.S. This document consists of three major sections. The first section presents the offerings and enrollment data in science. The second section presents the offerings and enrollment data in mathematics. The third section includes the characteristics of the sample, national generalizations, and related studies. Many tables are included in each section to present data. The two questionnaires used are included in the appendix. (HM)

ED 167 344 SE 025 151

Brown, Kenneth E. Obourn, Ellsworth S.

Offerings and Enrollments in Science and Mathematics in Public High Schools, 1956. Pamphlet No. 120.

Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-57
Note-53p.; For related document, see SE 025 150; Contains occasional marginal legibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Course Evaluation, Educational Development, *High Schools, *Mathematics Education, Science Course Improvement Project, *Science Education, Secondary Education

This study provides data on the offerings and enrollment in science and mathematics in public high schools during the fall of 1956. The information was obtained from a 10% sample of these schools selected at random. The same schools were used for a similar survey in 1954 and the data in that survey are compared with the data in the 1956 survey. The document reports the number and percent of schools offering various mathematics and science courses and the number and percent of pupils enrolled in these courses. It also reports the size of science and mathematics classes, ratio of boys to girls in science and mathematics courses, characteristics of the sample and national generalizations. Many tables and diagrams are also included. (HM)

ED 167 345 SE 025 228

Shea, Dion W. J.

1977-78 Directory of Physics & Astronomy Staff Members - North American Colleges & Universities, Federally Funded Research & Development Centers, Government Laboratories.

American Inst. of Physics, New York, N.Y.
Report No.-AIP-Pub-R-135.16
Pub Date-77
Note-326p.
Available from-American Institute of Physics, 335 East 45 Street, New York, NY 10017 (Order No. ISBN-0-88318-238-6; $20.00 prepaid)
Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-Astronomy, Laboratories, *Physics, *Professors, *Research and Development Centers, Science Education, Scientific Personnel, Scientists, *Universities

This document is an updated edition of an annual publication of the Directory of Physics and Astronomy Staff Members,'' published by the American Institute of Physics, and covers the United States, Canada, Mexico and Central America. The directory contains 10 parts and 7 appendices. Part I through Part IV include the geographic listing of academic institutions and faculty for the above mentioned countries. Part V through Part X have the following information: (1) alphabetical listing of installations and staffs of Federally Funded Research and Development Centers in the U.S.; (2) alphabetical listing by agency, installation and staffs of U.S. Government Laboratories; (3) alphabetical listing of academic and research center staff; (4) alphabetical listing of academic institutions; (5) alphabetical listing of U.S. Government Research and Development Centers; and (6) laboratories. The 7 appendices contain the following information: (1) number of institutions by type of physics and astronomy programs offered and number of faculty by rank; (2) alphabetic lists by country and state showing numbers of staff and institutions by type of highest program offered; (3) type of U.S. institutions and source of support; (4) institutions granted largest number of doctorates and baccalaureates in 1975-1976; (5) research programs of doctoral institutions; and (6) areas of concentration of master's programs. (GA)

ED 167 346 SE 025 229

Shea, Dion W. J.

1977-78 Graduate Programs in Physics, Astronomy and Related Fields.

American Inst. of Physics, New York, N.Y.

Report No.-AIP-Pub-R-205.3

Pub Date-77

Note-515p.

Available from-American Institute of Physics, 335 East 45 Street, New York, NY 10017 (Order No. ISBN-0-88318-237-8; $10.00 prepaid, $7.50 to AIP members)

Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-Admission (School), *Astronomy, College Science, *Degree Requirements, Expenditures, *Graduate Study, Higher Education, *Physics, Professors, Science Education, *Science Programs, Scientific Research

This document is an updated edition of an annual publication issued by the American Institute of Physics. It is designed for an audience of graduate students, faculty advisors, and persons interested in graduate programs in physics, astronomy and related fields. The publication has 2 parts and 4 appendices. Part I has a geographic listing of graduate programs in the U.S., while Part II covers the programs in Canada. Each listing includes the following information: (1) whom to contact for information on admissions, financial aid, and housing; (2) admission requirements; (3) graduate degree requirements; (4) graduate student support; (5) faculty, enrollments, and degrees granted; (6) research expenditures; and (7) listings of faculty members and their research specialties. Appendix I has the alphabetical listing of graduate programs by degree granted. Appendix II includes research specialties of doctoral programs. Appendix III gives areas of concentration of master's programs, while Appendix IV contains Physics and Astronomy manpower statistics. (GA)

ED 167 347 SE 025 275

Baldwin, John L.

Climates of the United States.

National Oceanic and Atmospheric Administration (DOC), Washington, D.C. Environmental Data Service.

Pub Date-74

Note-178p.; Not available in hard copy due to marginal legibility of original document ; Maps will not reproduce clearly

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-017-00211-0; $2.30)

Pub Type- Books (010)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Climatic Factors, Flow Charts, *Geographic Location, Heat, Humidity, *Maps, *Meteorology, Science Education, *Solar Radiation, Temperature, Thermal Environment

This document is designed to provide basic information about the climates of the United States and the causes of these climates. Events of interest in the climatological history of the United States are described and illustrated by many maps, charts and diagrams. The booklet has three major parts. Part I discusses climate and climate control in general and the geographical factors affecting it. Part II contains general summaries with respect to temperature, precipitation, storms, and miscellaneous phenomena such as floods, droughts, fog, and sunshine. Part III includes 63 illustrative maps. (GA)

ED 167 348 SE 025 297

Heins, Marilyn Martindale, Lois

Current Status of Women in Medicine.

Pub Date-Nov 77
Note-38p.; Contains occasional marginal legibility ; Paper presented at the Annual Meeting of the Association of American Medical Colleges (November 7, 1977)
Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Choice, Career Opportunities, *Females, Medical Education, *Medicine, *Physicians, *Research, Speeches, Surveys, *Working Women

This paper examines role conflict and role overload of physicians. A comparison of women physicians, women neighbor controls, and men physicians is made in an attempt to prove that role conflict and overload are distinct problems of the women physicians. A 207-item questionnaire concerned with demography, education, work patterns, household compositions and responsibilities, life cycle decisions, medical issues, and a variety of attitudinal scales was used. From this, a profile of the model woman physician is developed and thus compared to the other study groups. Previous studies from 1957 and 1969 are used to examine the change in women physicians' roles and attitudes. While there are definite differences in role between men and women physicians, this study concludes that both groups work too hard and do not seem to have enough time for personal growth or for their families and that this problem is related to their roles as physicians. Statistical illustrations and a bibliography are included. (MA)

ED 167 349 SE 025 303

Manley, Barry Lee

The Relationship of the Learning Environment to Student Attitudes Towards Chemistry.

Pub Date-78
Note-20p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains occasional light type
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement, *Attitudes, *Chemistry, Curriculum, Educational Research, *Learning Processes, Low Ability Students, Science Course Improvement Project, Science Education, Secondary Education, *Teacher Behavior

Examined was the problem of the learning environment as it related to differential affective outcomes. Two specific questions were investigated. First, were there overall significant differences in the learning environments of classes who scored high (the top 25% strong attitudes towards chemistry) on the Student Opinion Survey in Chemistry? Secondly, what was the exact nature of the differences in the classroom learning environments for these two groups? The sample consisted of 80 Interdisciplinary Approaches to Chemistry (IAC) classes. Two instruments were used to provide data for the study: the Student Opinion Survey in Chemistry (SOSC); and a modified version of the Learning Environment Inventory (LEI). The study found several significant differences in the learning environments of students scoring in the top, as opposed to the bottom, 25% on the SOSC. The results also suggested that the learning environment influenced affective responses and that the teachers' behavior in interpreting the curriculum was more important in determining student attitudes than were the IAC curriculum materials themselves. (Author/GA)

ED 167 350 SE 025 305

Atkin, Julia A.

Cognitive Functioning: A Model for Learning and Problem Solving.

Pub Date-78

Note-31p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains occasional light and broken type

Pub Type- Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cognitive Ability, *Cognitive Processes, *Educational Research, Higher Education, Learning, *Learning Processes, Models, *Problem Solving, Science Education

Identifiers-Ausubel

This paper outlines a model of learning and problem solving based on ideas derived from information processing models of memory and Ausubel's theory of meaningful learning. The model explicitly deals with the cognitive processes that are required for learning, and defines the conditions necessary for learning as the existence of relevant background knowledge in cognitive structure, and the capacity to integrate new knowledge with existing relevant knowledge in cognitive structure. This capacity is discussed in terms of various cognitive processes identified both by models of human memory and theories of human problem solving. To test the model, a research study was designed and carried out on 96 college students. The results of the study supported the model and are presented in the paper. (Author/GA)

ED 167 351 SE 025 306

McBride, John W. Chiappetta, Eugene L.

The Relationship Between the Proportional Reasoning Ability of Ninth Graders and Their Achievement of Selected Math and Science Concepts.

Pub Date-78

Note-16p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Ability, *Academic Achievement, *Comprehension, Educational Research, Learning Processes, Mathematics, *Physical Sciences, Science Education, Scientific Concepts, Secondary Education, *Skills

Investigated was the relationship between proportional thinking and students' ability to demonstrate knowledge and understanding of concepts related to simple machines, structure of matter, and equivalent fractions. The study involved a random sample of 136 ninth-grade physical science students. Each student's proportional reasoning skills were assessed using two Piagetian tasks: the Balance and the Quantifications of Probabilities. The students were classified into four groups according to their proportional reasoning ability. Students' achievement of the selected science and mathematics concepts was assessed at the knowledge, comprehension, and application levels using a paper/pencil test. The study indicated that proportional reasoning appeared to be an underlying factor associated with achievement of simple machines, structure of matter and equivalent fractions concepts among ninth-graders. Achievement of the concepts increased as proportional reasoning increased. Also, as the general level of achievement increased, proportional reasoning appeared to be more critical for understanding subject matter. (Author/GA)

ED 167 352 SE 025 326

Douglass, Claudia B.

The Effect of Field-Dependence-Independence and Instructional Sequence on the Achievement of High School Biology Students.

Pub Date-78

Note-15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains occasional light and broken type

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Biology, *Cognitive Style, Deductive Methods, Educational Research, *Individualized Instruction, Inductive Methods, *Instructional Materials, Learning Processes, Science Education, Secondary Education, Secondary School Science, *Sequential Approach, *Teaching Methods

The primary purpose of the reported study was to identify a possible interaction between the cognitive style of the students and the instructional sequence of the materials and their combined effect on achievement. The subjects were 627 biology students from six midwestern high schools. The students were ranked and classified as field-dependent (FD) or field-independent (FI) students, and were randomly assigned to one of three levels of instructional materials: (1) a deductively sequenced package (DED); (2) an inductively sequenced package (IND) of instruction; and (3) a control group pursuing three related units of high school biology. A pretest-posttest control design was used. The study recommends individualizing instruction in such a way that global FD students are matched with deductive materials and analytic FI students are matched with inductive materials. (Author/GA)

ED 167 353 SE 025 327

Maul, June Paradise

Intensive Education: The Development of Social Reasoning in a Technological Society.

Pub Date-78
Note-21p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Attitudes, *Cognitive Development, *Ethical Instruction, Instruction, Moral Issues, *Perception, Research, Science Education, Secondary Education, *Social Experience

This researcher examined the development of social (moral) reasoning as a result of student exposure to the social, experiential atmosphere of a school community with intensive education. A group of 250 students in grades nine through twelve were given the Defining Issues Test which examined social reasoning on six moral judgment stories. The study examined the relative importance attributed to principled moral reasoning as a function of the number of years of exposure to intensive education which is considered a highly social and experiential atmosphere. The students' perception of the environment was also examined using Moos's Classroom Environment Scale. Preliminary evaluation of the study showed that the number of years of experience in this school community had a significant effect on the level of moral-cognitive reasoning. (Author/GA)

ED 167 354 SE 025 328

Davies, Ronald E. Fowler, H. Seymour

An Achievement and Attitudinal Comparison of an Elective Mini-Course Science Curriculum and a Conventional Non-Elective Science Curriculum at the Junior High School Level.

Pub Date-78

Note-16p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Achievement, *Attitudes, Courses, Curriculum, *Educational Research, *Individualized Instruction, Instruction, Science Education, Secondary Education, *Short Courses, Teaching Methods

This is a comparative study of a school utilizing a mini-course science elective curriculum and one using a conventional textbook program in order to investigate the effectiveness of mini-course programs with respect to students' achievement and attitudes toward science. Two suburban junior high schools were selected, and different instructional approaches were utilized in the two schools to teach similar course content, over a period of the whole school year. A nonrandomized Control-Group Pretest-Posttest Design was employed, and two instruments, the Test of Science Knowledge (TOSK) Part II, and a Scientific Attitude Inventory were administered. There was no significant difference in mean achievement or attitude gain scores between the schools, and there was no significant relationship between achievement or attitude scores and general ability across the experimental and control groups for students of different sex or grade level. (Author/GA)

ED 167 355 SE 025 404

Gillespie, Judith A.

A Plan for an Energy Curriculum for the Elementary Grades.

Indiana Univ., Bloomington. Social Studies Development Center.
Spons Agency-Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Pub Date-Jun 78
Note-48p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Conservation Education, *Curriculum Development, *Elementary Education, *Energy, *Energy Conservation, Environmental Education, Evaluation, Information Dissemination, Science Education

This document is an outline of a project to develop, evaluate, and disseminate a set of curriculum materials for use in the elementary (K-6) grades. This paper sketches the role of schools in the energy problem, outlines goals and objectives for curriculum activities, and develops a plan for the content and use of the materials. Strategies for both dissemination and evaluation are discussed. Finally, it points out some links between this project and other efforts in the field, both in and outside of schools. (TM)

Lee, C. O. And Others

A Continuing Education Program for the Mature Woman Trained in a Science: I. The Program.

Pub Date- 78
Note-39p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adult Education, *Females, *Higher Education, *Inservice Education, *Professional Continuing Education, Professional Personnel, Researchers, Science Education, *Scientific Personnel, Scientists, *Womens Education

This document describes how mature scientists who received their master's or bachelor's degrees between two and fifteen years ago, and who are unemployed, underemployed, or need refresher work, are taking tuition-free courses. The year-long program includes courses in chemical concepts, physical chemistry, food and flavor chemistry, environmental science, industrial toxicology, mathematics for chemists, research, and technical writing. Participants who complete the program are given a certificate of completion and placement assistance for either employment or graduate school. Students were contacted by an intensive advertising campaign which included media talk shows, public service announcements, advertisements in newspapers and in C & E News, mailed brochures to women alumni, posters in public places such as libraries, and personal contact with local industries and local service organizations. Newspaper advertisements were the most productive form of recruitment for mature women students. Selection was based on transcripts, volunteer activities over the last fifteen years, and current vocational interest. (Author/RE)

ED 167 357 SE 026 344

IECL Energy Conservation Material Package.

Colorado State Dept. of Education, Denver. Interstate Energy Conservation Leadership.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 75
Note-152p.; Contains occasional marginal legibility
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$8.00 Plus Postage.
Descriptors-Building Operation, Curriculum, *Energy Conservation, Maintenance, *Management, Operating Expenses, Planning, *School Buildings, *School Districts, *State Departments of Education, Transportation

This publication presents information on how schools and school districts can save energy. The energy conservation materials contained in this package are organized into two sections. The section titles are: (1) Towards a State Education Energy Policy; and (2) Materials for Distribution to School Districts. Topics presented in the first section include: (1) school finance; (2) the role of state education agencies in energy conservation; (3) state energy conservation action plans for school facilities; and (4) energy conservation in the curriculum. The second section includes an outline for a district-level plan for energy management and a discussion of energy conservation techniques for school transportation operations. (MR)

ED 167 358 SE 026 563

Kelly, Eileen

The Holt School Mathematics 1974 Program and Trends in the Elementary Mathematics Curriculum.

Holt, Rinehart & Winston, New York, N.Y. Product School Research.

Pub Date-Jun 77
Note-33p.; For related document, see SE 026 564
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Curriculum, *Educational Research, Educational Trends, Elementary Secondary Education, Instruction, *Mathematics Education, *Textbook Research

Holt, Rinehart and Winston (School Department) sought to investigate the curriculum area of mathematics (kindergarten through grade eight) and in particular the content and design of the Holt School Mathematics (HSM) program. For those purposes, a questionnaire was designed to assess judgments on topics such as trends in mathematics curriculum and textbook features. Results include: a reported increase in curriculum emphasis for basic skills, metric system, use of the mini-calculator, estimation skills, readiness activities, problem solving, use of manipulative materials, drill, decimal computation, percents, and student projects, a reported decrease in emphasis on sets and numeration systems other than base ten. (MP)

ED 167 359 SE 026 564

Kelly, Eileen

A Field Research Study of the Holt School Mathematics Program (1977-1978).

Holt, Rinehart & Winston, New York, N.Y. Product School Research.
Pub Date-78
Note-65p.; For related document, see SE 026 563
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Achievement, *Curriculum, *Educational Research, Effective Teaching, Elementary Secondary Education, *Instruction, *Mathematics Education, *Textbook Evaluation
Identifiers-*Research Reports

Holt, Rinehart and Winston (School Department) sought to investigate the effectiveness of the Holt School Mathematics 1978 program in developing student achievement growth in mathematics. A field study during the 1977-1978 school year involved assessing teacher and student reactions and pre/post analysis of achievement. Results include: teachers agree that the 3-part approach (display-development-drill) is effective; students generally understand the program material after teacher instruction and exercise practice; and students have demonstrated a large movement to higher national quantities on post-tests. (MP)

ED 167 360 SE 026 572

Perham, Bernadette Helen

A Study of Multiple Relationships Among Teacher Characteristics, Teaching Behaviors and Criterion-Referenced Student Performance in Mathematics. Technical Report No. 286.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCCL-TR-286
Pub Date-Jan 74
Contract-NE-C-00-3-0065
Note-81p.; Report from the Project on Developing Mathematical Processes
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Achievement, Curriculum, *Curriculum Development, *Educational Research, Elementary Education, *Elementary School Mathematics, Multiple Regression Analysis, Multiunit Schools, *Teacher Behavior, *Teacher Characteristics
Identifiers-*Developing Mathematical Processes

This study, carried out in connection with the 1971-72 field test of the Developing Mathematical Processes'' program, was an investigation of relationships among the teacher characteristics, teaching behaviors, and criterion-referenced student performance in mathematics. Students in 15 class samples of size six, along with their teachers, were the participants. Twenty-two significant relationships were identified among the dependent variables (teacher characteristics) and the criterion variables (teaching behaviors). Membership in a multiunit school and the structuring comments of a teacher significantly influenced student level of mastery on a DMP criterion-referenced Topic Inventory in a positive direction; the verbal behavior of a teacher significantly influenced student level of mastery in a negative direction. (MNS)

ED 167 361 SE 026 577

Huber, Roland B.

Hi Metric Fans! We're the Metric Mice. Elementary Metric Project Awareness Booklet.

Pub Date-78

Note-22p.; Contains occasional light type

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Instruction, *Measurement, *Metric System, Validated Programs, *Worksheets

Identifiers-*Elementary Metric Project, National Diffusion Network Programs

An overview and samples of some of the materials contained in the Elementary Metric Project's curriculum for grades 1-6 are presented. Information is given concerning the adoption of the program. The sample activity sheets deal with linear measurement, mass, volume, and temperature. (MP)

ED 167 362 SE 026 587

Keaton, Laurie Edington, Everett

Understanding Solar Energy Systems, Instructional Modules and Transparency Masters.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007603862
Note-173p.; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Aids, *Building Trades, Daylight, *Energy, Heat, *Instructional Materials, *Solar Radiation, Tests, *Vocational Education
Identifiers-*Energy Education, *Solar Energy

This instructional package was designed to develop a basic understanding of solar energy systems. It consists of seven instructional units, a glossary and a collection of transparency masters for use with the units. Each unit presents: (1) unit objective and specific objectives; (2) background material for student reading; (3) student assignment sheet; (4) student activities; (5) a unit test for mastery; and (6) answers to the assignment sheet and test. Units include topics such as: (1) importance of sun angle; (2) collector design; and (3) solar heating systems. (MP)

Creswell, John L.

A Competency Based Methods Course for Prospective Secondary Mathematics Teachers.

Pub Date-Apr 78
Note-14p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics (56th, San Diego, California, April 1978); Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum, Higher Education, *Instruction, *Mathematics Education, Methods Courses, *Performance Based Teacher Education, Secondary Education, *Teacher Education

A competency-based methods course for preservice secondary mathematics teachers is described. Ten competencies, or skills, are identified as necessary for the successful teaching of mathematics. Each student either tests out of or works through a series of modules associated with each skill or competency. The objectives may be either knowledge, performance or consequence levels. An example is given of a module containing all three levels. (MP)

ED 167 364 SE 026 729

Wetzel, Jodi

A New Revisionist Scholarship: The Development of Women's Studies in the United States.

Pub Date-13 Sep 78
Note-27p.
Pub Type- Historical Materials (060) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Curriculum, *Feminism, *Higher Education, Historical Reviews, *Interdisciplinary Approach, Women Professors, *Womens Education, *Womens Studies
Identifiers-United States

This paper examines the historical development of Women's Studies as an academic discipline. Principles of this education include a feminist perspective and an interdisciplinary approach. Students assume the responsibility for their own learning. Varied resource people are used in the classroom. The object of this feminist model is to define the role of the instructor as resource person and synthesizer of materials. The feminist model encourages cooperation among members of a learning community, values clarification, an interdependent and collective learning experience, and integration of experiential learning with theoretical learning. Methods for attaining these goals are discussed, as well as grading and research. (MA)

ED 167 365 SE 026 732

Our U.S. Energy Future, Teacher Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-37p.; For related documents, see SE 026 733-741; Contains light and broken type particularly in computer printouts
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.75)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Energy, Energy Conservation, *Environmental Education, Futures (of Society), Instructional Materials, Policy Formation, *Secondary Education, *Simulation, Social Studies
Identifiers-*Energy Education

This is the teacher's guide to accompany the student guide which together comprise one of five computer-oriented environmental/energy education units. This unit explores the possible effects of the thirteen main energy-related decisions proposed in President Ford's 1975 State of the Union Address. The computer program at the base of the unit simulates the effects of any combination of the decisions on energy supply and consumption, on domestic production and reserves, and on pollution. This unit is designed for grades 9 through 12 and can be used in social studies or in environmental science. The teacher's guide presents: (1) unit objectives; (2) background information on the lessons or parts of the unit along with study questions; (3) notes on using the unit in class; and (4) program documentation with a sample run. (MR)

ED 167 366 SE 026 733

Our U.S. Energy Future, Student Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Note-30p.; For related documents, see SE 026 732-741; Contains occasional light and broken type
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.25)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Policy, *Computer Assisted Instruction, Decision Making, *Energy, Energy Conservation, Environmental Education, Futures (of Society), Secondary Education, *Simulation, *Social Studies
Identifiers-*Energy Education

This is the student guide in a set of five computer-oriented environmental/energy education units. Contents are organized into the following parts or lessons: (1) Introduction to the U.S. Energy Future; (2) Description of the ``FUTURE'' programs; (3) Effects of ``FUTURE'' decisions; and (4) Exercises on the U.S. energy future. This guide supplements a computer simulation that students can use to study the effects of their energy decisions. (MR)

ED 167 367 SE 026 734

The Global Energy Situation on Earth, Teacher Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 75

[illegible]te-49p.; For related documents, see SE 026 732-741; Not available in hard copy due to marginal legibility of original document

Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.95)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Energy, *Environmental Education, *Global Approach, Higher Education, Instructional Materials, Secondary Education, *Simulation, Social Studies, World Problems

Identifiers-*Energy Education

This is the teacher's guide to accompany the student guide which together comprise one of five computer-oriented environmental/energy education units. This unit is organized around a computerized data base of information related to global energy use. The data is organized on a country-by-country basis for the 83 largest countries in the world. For each country, data have been stored on 24 variables, such as use and production of energy, per/capita income, energy reserves, and so on. Using the computer program, students are guided through a series of inquiries into the data base. The data base may be expanded by the teacher. These materials are designed for grades 9 through 14 and are appropriate for Social Studies and Environmental Education or Science courses. This teacher's guide presents: (1) an introduction to the unit; (2) background information on the program and how to use it; (3) student exercises; (4) information sources; and (5) program listing. (MR)

ED 167 368 SE 026 735

The Global Energy Situation on Earth, Student Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Note-28p.; For related documents, see SE 026 732-741; Contains light and broken type
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.25)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Energy, *Environmental Education, Global Approach, Higher Education, Natural Resources, Secondary Education, *Simulation, *Social Studies, World Problems
Identifiers-*Energy Education

This is the student guide in a set of five computer-oriented environmental/energy education units. Contents of this guide are: (1) Introduction to the unit; (2) The EARTH'' program; (3) Exercises; and (4) Sources of information on the energy crisis. This guide supplements a simulation which allows students to analyze different aspects of energy conditions existing around the world. (MR)

ED 167 369 SE 026 736

A Computer Simulation of the U.S. Energy Crisis, Energy. Teacher Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 75
Note-28p.; For related documents, see SE 026 732-741; Contains occasional light and broken type
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.25)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annotated Bibliographies, *Computer Assisted Instruction, *Energy, *Environmental Education, Higher Education, *Instructional Materials, Pollution, Secondary Education, *Simulation, Social Studies
Identifiers-*Energy Education

This is the teacher's guide to accompany the student guide which together comprise one of five computer-oriented environmental/energy education units. The computer program, ENERGY, at the base of this unit, simulates the pattern of energy consumption in the United States. The total energy demand is determined by energy use in the various sectors such as the industrial sector, the transportation sector, the utilities sector, and so on. The demand for energy is shown to grow exponentially in each sector. Students are asked to balance supply of energy with demand by adjusting factors in each sector. This teacher's guide presents: (1) suggestions on introducing the unit; (2) student guide exercises and answers; (3) follow-up activities; and (4) an annotated source list. This unit is appropriate for social studies and environmental education courses grades 9 through 14. (MR)

ED 167 370 SE 026 737

A Computer Simulation of the U.S. Energy Crisis, Energy. Student Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Note-32p.; For related documents, see SE 026 732-741
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.25)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Assisted Instruction, Economics, *Energy, *Environmental Education, Higher Education, Natural Resources, Pollution, *Secondary Education, *Simulation, Social Studies
Identifiers-*Energy Education

This is the student guide in a set of five computer-oriented environmental/energy education units. Content of this guide: (1) introduce the unit; (2) describe the ENERGY'' simulation; (3) give instructions for running the simulation; (4) give exercises for the unit; and (5) present sources of information on the energy crisis. (MR)

ED 167 371 SE 026 738

Computer Oriented Exercises on Attitudes and U.S. Gasoline Consumption, Attitude. Teacher Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 75
Note-25p.; For related documents, see SE 026 732-741; Not available in hard copy due to marginal legibility of original document
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.25)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Attitudes, *Computer Assisted Instruction, *Energy Conservation, Environmental Education, *Fuel Consumption, Higher Education, *Instructional Materials, Secondary Education, Social Studies, Surveys
Identifiers-*Energy Education

This is the teacher's guide to accompany the student guide which together comprise one of five computer-oriented environmental/energy education units. This unit is concerned with the attitude of people toward gasoline shortages and different steps the government could take to reduce gasoline consumption. Through the exercises, part of which make use of a computer program, students consider methods of reducing gasoline consumption, explore the attitudes of people toward these methods, learn that people's attitudes differ, and form and express their own attitudes. This unit is appropriate for social studies and environmental education courses grades 9 through 14. This teacher's guide provides a sample run of the computer program and gives suggestions for using the unit in class. (MR)

ED 167 372 SE 026 739

Computer Oriented Exercises on Attitudes and U.S. Gasoline Consumption, Attitude. Studen Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 75
Note-29p.; For related documents, see SE 026 732-741; Contains occasional light type
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.25)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attitudes, *Computer Assisted Instruction, Energy, *Energy Conservation, Environmental Education, *Fuel Consumption, Higher Education, *Secondary Education, Simulation, Social Studies

Identifiers-*Energy Education

This is the student guide in a set of five computer-oriented environmental/energy education units. Contents of this guide present: (1) the three gasoline consumption-reducing options for which attitudes are to be explored; (2) exercises; and (3) appendices including an energy attitudes survey. (MR)

ED 167 373 SE 026 740

A Computer Oriented Problem Solving Unit, Consume. Teacher Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 75
Note-19p.; For related documents, see SE 026 732-741
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Ecology, *Energy, *Environmental Education, *Higher Education, Mathematics, Problem Solving, Resource Allocations, *Secondary Education, Social Studies
Identifiers-*Energy Education

This is the teacher's guide to accompany the student guide which together comprise one of five computer-oriented environmental/energy education units. This unit explores U.S. energy consumption; is applicable to Mathematics, Social Studies, and Ecology or Science Studies with Mathematics background; and is intended for use in grades 9 through 14. The unit is divided into five sections each dealing with a main issue such as: (1) growth in energy demand; (2) problems converting and distributing energy; (3) new energy sources; and (4) transportation and energy consumption. Each section is concluded with a set of exercises with which a computer may be used. This teacher's guide gives an introduction to the unit, unit goals and objectives, answers to exercises, and an annotated bibliography. (MR)

ED 167 374 SE 026 741

A Computer Oriented Problem Solving Unit, Consume. Student Guide. Computer Technology Program Environmental Education Units.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 75
Note-48p.; For related documents, see SE 026 732-740
Available from-Office of Marketing, Northwest Regional Educational Lab., 710 S.W. Second Ave., Portland, Oregon 97204 ($3.95)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Assisted Instruction, Ecology, *Energy, *Environmental Education, *Higher Education, Mathematics, Problem Solving, Resource Allocations, *Secondary Education, Social Studies
Identifiers-*Energy Education

This is the student guide in a set of five computer-oriented environmental/energy education units. Contents are organized into the following parts or lessons: (1) introduction to power and energy; (2) energy consumption and supply; (3) energy conservation and distribution; (4) energy flow and the question of transportation; and (5) computer models and energy. Exercises are given with each part and students can solve these problems with a calculator or may use a computer. (MR)

ED 167 375 SE 026 742

Abramson, Mark A.

The Funding of Social Knowledge Production and Application: A Survey of Federal Agencies. Study Project on Social Research and Development, Volume 2.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Pub Date-78

Note-501p.; Contains occasional small print; Not available in hard copy due to copyright restrictions

Available from-National Academy of Sciences, Publications Office, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (Order No. ISBN 0-309-02780-2; $17.50)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-Economics, Energy Conservation, *Federal Government, Federal Programs, *Financial Policy, *Financial Support, *Social Problems, Technology

Identifiers-National Academy of Sciences

This survey is volume two of a six-volume report on the organization and management of social research and development throughout the U.S. government. The main body of the work contains a summary of spending for social research and development for each department of the federal government and the independent agencies. Agencies included are: Department of Agriculture; Department of Commerce; Department of Defense; Department of Energy; Department of Health, Education and Welfare; Department of Housing and Urban Development; Department of the Interior; Department of Justice; Department of Labor; Department of State; Department of Transportation; and Department of the Treasury. A number of independent regulatory agencies and independent agencies are included. (BB)

ED 167 376 SE 026 749

Cole, Stephen And Others

Peer Review in the National Science Foundation: Phase One of a Study.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Science and Public Policy.

Pub Date-78

Note-208p.; Not available in hard copy due to copyright restrictions ; Marginally legible due to small print

Available from-Office of Publications, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (Order No. ISBN 0-309-02788-8; $10.75)

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Federal Aid, Federal Legislation, *Grants, *Peer Evaluation, *Research, Research Criteria, Research Directors, Research Opportunities, Research Projects, *Scientific Research

Identifiers-*National Science Foundation

Reported is phase one of a study to determine how peer review (the evaluation of proposals for research by experts in the scientific disciplines concerned) works. Data used in this phase of the study include in-depth interviews with 70 scientists who have been involved at all points in the peer review system as well as on data from files of the National Science Foundation. In addition to an introductory section, the report is divided into the following sections: (1) Program Director Activity Prior to Decision Making; (2) Relation Between Reviewer and Applicant Characteristics as an Influence on Ratings; (3) Influence of Characteristics of Applicants on Reviewer Ratings; (4) Interpretations of Reviews by Program Directors; (5) Influence on Decision; and (6) Post-Decision-Making Activities of the Program Director. Two appendices, a bibliography, and a reference section are included. (PEB)

ED 167 377 SE 026 750

Energy: A Guide to Organizations and Information Resources in the United States. Second Edition. Who's Doing What Series: 1.

Center for California Public Affairs, Claremont.

Pub Date-78

Note-214p.; For related document, see ED 105 845; Not available in hard copy due to copyright restrictions

Available from-Public Affairs Clearinghouse, P.O. Box 10, Claremont, California 91711 ($20.00)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Agencies, Conservation (Environment), *Energy, Environment, Federal Government, Information Services, *Information Sources, Natural Resources, *Organizations (Groups), *Resource Guides, State Government

Identifiers-*United States

This publication is a central source of information on organizations in the U.S. that are involved in energy issues. Addresses are given and descriptions of activities are usually included for each organization listed. Federal, interstate, state, and other organizations are listed under energy categories which include the various energy sources; conservation, environmental impacts, and consumer impacts. Other organizations'' include trade, professional and citizens' groups, research centers, and information clearinghouses. Emphasis is given to organizations that influence, formulate, or administer policies affecting energy production, distribution, and use, or that provide information of interest to the non-specialist. (MR/Author)

ED 167 378 SE 026 752

Kyle, William C., Jr. And Others

A Comparative Study of Instructor and Student Behaviors and the Role of the Instructor in Introductory and Advanced Laboratories of Five Science Disciplines at the University Level. Technical Report No. 16.

Iowa Univ., Iowa City. Science Education Center.

Pub Date-Feb 79

Note-65p.; Not available in hard copy due to light type throughout entire document

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*College Science, Higher Education, *Laboratory Procedures, Science Education, Science Laboratories, *Science Teachers, Student Behavior, *Student Teachers, *Teacher Behavior

Identifiers-*Research Reports

This study was designed to investigate and analyze specific instructor and student behaviors in introductory and advanced laboratories of five science disciplines (botany, chemistry, geology, physics, and zoology) at a major midwestern university. The instructor sample involved teaching assistants from various science departments. The student observations were made by randomly selecting students from the laboratories and observing their behaviors for ten minutes at a time. The Science Laboratory Interaction Categories system was designed and used to code the instructor and student behaviors. Data were analyzed using the process of macroanalysis. The instructor and student behaviors were not consistent among science disciplines or among the introductory and advanced level courses within science disciplines. It appears that even at the college level students are performing cookbookish laboratories with the role of the instructor a very mechanical one. (BB)

ED 167 379 SE 026 753

Finch, Shari, Ed.

Science Books & Films, Volume XIV, Number 4.

American Association for the Advancement of Science, Washington, D.C.
Pub Date-Mar 79
Note-59p.
Available from-Publications Department (Dept. W3), American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($17.50 per year, $5.00 single copy)
Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Films, Higher Education, Instructional Aids, *Mathematics, *Sciences, *Social Sciences

This document contains reviews of books for adults, children's books, and films. The materials are rated for accuracy of scientific information, scope or completeness, clarity of writing or narration, quality of illustrations or cinematic quality, and value of book or film when compared to other titles. Each review is accompanied by a coded appraisal and level of difficulty rating. Books and films reviewed are from a wide range of science, engineering, and social science fields. (BB)

ED 1[illegible] 380 SE 026 754

Borelli, Michael L. Morelli, Sandra Z.

Implementing Metrics at a District Level. Administrative Guide. Revised Edition.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New York State Education Dept., Albany.

Pub Date-79

Note-23p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Elementary Secondary Education, *Mathematics Education, *Measurement, *Metric System, *Program Administration, School Districts

Identifiers-*Metric Education Project

Administrative concerns in implementing metrics at a district level are discussed and specific recommendations are made regarding them. The paper considers the extent and manner of staff training necessary, the curricular changes associated with metrics, and the distinctions between elementary and secondary programs. Appropriate instructional materials are discussed as well as their cost-effective acquisition. A detailed, rational implementation plan is offered. (MP)

ED 167 381 SE 026 755

Suppes, Patrick, Ed. And Others

The Radio Mathematics Project: Nicaragua 1976-1977.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-78
Note-359p.; Parts may be marginally legible due to small print
Language-English; Spanish
Pub Type- Books (010) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Curriculum, *Educational Radio, Elementary Education, *Elementary School Mathematics, *Instruction, Mathematics Education, *Research, *Rural Education
Identifiers-*Agency for International Development, *Nicaragua

The design, implementation, and evaluation of instructional radio used to teach primary school mathematics in rural Nicaragua is described in detail. The purpose of this Agency for International Development (AID) research and development project has been to demonstrate that rural school children can receive consistently high quality instruction in mathematics by radio. The first- and second-grade mathematics achievement scores reported indicate that the methods used have significantly improved radio's performance as an instructional medium. An extensive analysis of data collected and its interpretation is reported. (MP)

ED 167 382 SE 026 757

Buchman, Paul Buchman, Aaron

Three-Year Sequence for High School Mathematics, Course III.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.

Pub Date-Jan 79

Note-44p.; For related document, see ED 134 473

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Curriculum, *Grade 11, *Instruction, Secondary Education, *Secondary School Mathematics, *Teaching Guides, *Units of Study

Identifiers-*New York

This curriculum guide covers Course III of a three-year sequence for high school mathematics in New York which was intended to provide an alternative to the regular Regents sequence of ninth-, tenth-, and eleventh-grade mathematics. A listing of scope and content is provided along with suggested time allotments. Topics covered are: complex numbers, relations and functions, circular functions, transformation geometry, and probability and statistics. Material in each chapter is discussed and some teaching suggestions are made. (MP)

ED 167 383 SE 026 758

Higgins, Jon L., Ed.

Research Reporting Sections, Annual Meeting of the National Council of Teachers of Mathematics (57th, Boston, Massachusetts, April 18-21, 1979).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-75p.; Marginally legible due to small print
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($2.25)
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Algebra, Calculation, *Concept Formation, *Educational Research, Elementary Secondary Education, Higher Education, *Instruction, *Mathematics Education, Problem Solving
Identifiers-Calculators, *Information Analysis Products, *National Council of Teachers of Mathematics

This document provides abstracts of 20 research reports. Topics covered include: children's comprehension of simple story problems; field independence and group instruction; problem-solving competence and memory; spatial visualization and the use of manipulative materials; effects of games on mathematical skills; problem-solving ability and right hemisphere processing; effects of calculator use; effects of spatial instruction; conceptualization of subtraction; cognitive processes used in problem-solving; variables discriminating good and poor problem solvers; heuristic hints and the solution processes. (MP)

ED 167 384 SE 026 761

Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.
Investigations in Science Education, Vol. 4, No. 2. Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-78
Note-68p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription $6.00, $1.75 single copy)
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Cognitive Development, *Educational Research, *Instruction, Research Methodology, Science Education, *Teacher Education
Identifiers-*Piaget, Research Reports

This issue of "Investigations in Science Education," provides analytical abstracts, prepared by science educators, of research reports in the areas of instruction, Piagetian studies, and teacher education. Each abstract includes bibliographical data, research design and procedure, purpose, research rationale, and an abstractor's analysis of the research. (BB)

ED 167 385 SE 026 764

Buchanan, Aaron D.
Estimation as an Essential Mathematical Skill. Professional Paper 39.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SWRL-PP-39
Pub Date-31 Aug 78
Contract-NE-0-00-3-0064
Note-29p.
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Basic Skills, *Calculation, Curriculum, Elementary Secondary Education, *Instruction, *Literature Reviews, *Mathematics Education, Measurement, *Research Reviews (Publications)
Identifiers-*Estimation

Progress that has been made in teaching estimation is reviewed. The paper shows that although little has been done in research and development, there is a great deal of interest in developing estimation as a primary skill in school mathematics. It suggests that it is feasible to design instruction sequences in computation, measurement, and problem solving where estimation is developed at an early point so that it can become a tool for learning other skills and concepts. (MP)

ED 167 386 SE 026 765

Berger, Jennie Lombardi, Alice
Mathematics, Grade 2. Curriculum Bulletin No. 11.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Pub Date-78
Note-191p.; For related document, see SE 026 766; Not available in hard copy due to copyright restrictions
Available from-Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201 ($3.75; Make check payable to Auditor, Board of Education)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum, Elementary Education, *Elementary School Mathematics, *Grade 2, *Instruction, *Spiral Curriculum, *Teaching Guides

A comprehensive mathematics program for grade 2 is presented in 58 units. These units are organized around four central themes: (1) number and numeration; (2) operations with numbers; (3) geometry and measurement; and (4) graphs, problem solving, and probability. A spiral approach is used with various topics being indexed as to unit and page. Specific learning experiences are suggested for each unit. Suggested use of mathematical laboratory materials is found throughout. (MP)

Berger, Jennie Lombardi, Alice D.

Mathematics, Grade 3. Curriculum Bulletin No. 9.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date-78
Note-184p.; For related document, see SE 026 765; Not available in hard copy due to copyright restrictions
Available from-Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201 ($3.50; Make checks payable to Auditor, Board of Education)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum, Elementary Education, *Elementary School Mathematics, *Grade 3, *Instruction, *Spiral Curriculum, *Teaching Guides

A comprehensive mathematics program for grade 3 is presented in 66 units. These units are organized around four central themes: (1) number and numeration; (2) operations with numbers; (3) geometry and measurement; and (4) algebraic concepts, graphs, probability, statistics, and problem-solving. A spiral approach is used with various topics being indexed as to unit and page. Specific learning experiences are suggested for each unit. Suggested use of mathematical laboratory materials is found throughout. (MP)

ED 167 388 SE 026 768

Piper, Martha K., Ed. Moore, Kenneth D., Ed.
Attitudes Toward Science: Investigations.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Pub Date-77
Note-88p.; Contains occasional small and light type
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Attitudes, Educational Research, Elementary School Science, *Elementary School Teachers, *Inservice Teacher Education, *Methods Courses, *Preservice Education, Sciences, *Teacher Attitudes, Teacher Behavior, Teacher Education

Reported are 12 studies related to attitudes toward science. Seven of these studies involve preservice elementary teachers. The other five studies relate to attitude development of inservice elementary school teachers. Some additional studies on attitudes are in the summary and conclusions chapter of the document. (PEB)

ED 167 389 SE 026 769

Avenoso, Frank J. And Others

Mathematics Lessons That Live. The MATYC Journal/ERIC Monograph Series.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Nassau Community Coll., Garden City, N.Y. Dept. of Mathematics and Computer Processing.
Pub Date-78
Note-63p.
Available from-The MATYC Journal, Dept. of Mathematics and Computer Processing, Nassau Community College, Stewart Avenue, Garden City, New York 11530 ($3.75)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Consumer Education, Geometry, Higher Education, Instruction, *Mathematical Applications, *Mathematical Enrichment, *Mathematics, *Mathematics Education, Probability, Secondary Education, Set Theory, Statistics, *Student Projects
Identifiers-Information Analysis Products

Several highly motivating lessons particularly pertinent to the study of mathematics in high schools and the first years of college are presented. These lessons fall into four categories: (1) problems that present a challenge and which are interesting for their own sake; (2) problems based on real situations that can be understood by the student; (3) puzzles and mathematical games; and (4) project-oriented mathematics. Included are notions from graph theory, geometry, number theory, logic, probability, statistics, consumer mathematics, and set theory. (MP)

ED 167 390 SE 026 770

Suydam, Marilyn N., Ed.

Investigations in Mathematics Education, Vol. 11, No. 3.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-78
Note-76p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription $6.00, $1.75 single copy)
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Attitudes, Elementary Secondary Education, Higher Education, Instruction, Intellectual Development, Learning, *Mathematics Education, *Problem Solving, *Research Reviews (Publications), *Science Education, Sex Differences, *Teaching Methods

Fourteen research reports related to mathematics education are abstracted and analyzed. Two of the reports concern studies funded by the National Science Foundation to provide an assessment of the status of science education; three deal with teaching methods, three with conditional reasoning, two with problem solving, two with intellectual development, and one each with attitudes and sex-related differences. Research related to mathematics education which was reported in RIE and CIJE between April and June 1978 is listed. (MP)

ED 167 391 SE 026 772

Solar Energy Education Bibliography.

Center for Renewable Resources, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.
Pub Date-Feb 79
Contract-300-78-0151
Note-44p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Aids, Books, Elementary Secondary Education, *Energy, *Instructional Materials, Natural Resources, Postsecondary Education, *Solar Radiation
Identifiers-*Energy Education

This annotated bibliography lists publications and audiovisual materials devoted to renewable energy sources: sun, wind, water and biomass. A few general texts are included that present concepts fundamental to all energy sources. Materials were selected to be adaptable to classroom, workshops, and training sessions. Also, many do-it-yourself consumer/home owner materials are included. Technical books are listed as they may be useful to students and professionals. Publications are grouped by grade level. Films, videocassettes, slide shows, and filmstrips are listed according to energy source subject. Prices, sources, and grade level are given with the description of each audiovisual item. (Author/MR)

The Economy of Energy Conservation in Educational Facilities. A Report. Revised Edition.

Educational Facilities Labs., Inc., New York, N.Y.
Pub Date-Jun 78
Note-98p.; For related document, see ED 082 321; Not available in hard copy due to copyright restrictions
Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, NY 10022 ($4.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Building Design, *Building Improvement, *Building Operation, Climate Control, Design Needs, Energy, *Energy Conservation, *Life Cycle Costing, *School Administration, *School Buildings, School Environment

This is an update of the 1973 edition of a guide for energy conservation in schools. This Educational Facilities Laboratories publication is an information source for teachers, school administrators, school maintenance personnel, school designers, or anyone interested in conserving energy in schools. Topics discussed include: (1) life-cycle costing; (2) establishing an energy management program; (3) changes in operation and maintenance practices; (4) modernizing existing schools; (5) waste-heat recovery; (6) insulation; (7) solar applications in existing schools; (8) new school design needs; and (9) solar energy uses in new schools. A summary and recommendations are also provided. (MR)

Gammisch, Susan C. Lanier, James A.
Guide to the Marine Education Materials System (MEMS). Educational Series No. 22.
Virginia Inst. of Marine Science, Gloucester Point, Va.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
Pub Date-78
Note-141p.; Not available in hard copy due to copyright restrictions; Colored pages may not reproduce well; Microfiche containing Author Index and Grade Level Index deleted
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Automatic Indexing, Curriculum, Curriculum Enrichment, *Elementary Secondary Education, *Information Systems, *Instructional Materials, *Marine Biology, *Oceanology, Science Education
Identifiers-*Marine Education, Sea Grant

This guidebook has been prepared to orient persons wishing to use the Marine Education Materials System (MEMS), a project supported by the Office of Sea Grant, National Oceanic and Atmospheric Administration (NOAA), Department of Commerce. Entries to the system were compiled by the education staff of the Virginia Institute of Marine Science. Information in the Guidebook consists of an explanation of MEMS and how to use it, an ongoing list of the publications entered, an index of descriptors and listings of entries by author and grade level. In addition to a preface and introductory section, other sections are: (1) How to Use the System; (2) Explanation of Notations; (3) Sample Entries; (4) Types of Documents Included in MEMS; (5) Abbreviations; (6) Distribution Centers; (7) Thesaurus of Descriptors; (8) Descriptors-Accession Numbers; and (9) Listing of Available Entries by Accession Numbers. An author index and grade level index are also included. (PEB)

ED 167 394 SE 026 776

The NSF Science Development Programs, Volume I: A Documentary Report.

National Science Foundation, Washington, D.C.
Report No.-NSF-77-17
Pub Date-77
Note-90p.; Contains occasional small and light type
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 (no price quoted)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*College Science, Curriculum, Engineering, *Federal Programs, *Higher Education, *Research, Research Needs, Research Opportunities, Research Proposals, Science Education, *Scientific Research
Identifiers-*National Science Foundation, Science Development Programs

This report, published in two volumes, provides a documentary record of the National Science Foundation's (NSF) Science Development Program (SDP). Information is given on overall university funding levels and on other development programs, with SDP goals and procedures described in detail. Using information on budgets and goals as well as summaries of grant impact (contained in Volume II of the report), the author of Volume I has combined this information with that from final grant reports and follow-up site visits to summarize and discuss problems and possible detrimental effects as well as benefits of the SDP. (Author/PEB)

ED 167 395 SE 026 777

S.T.E.P. in Bay County. The Rutherford Project.

Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date-76
Note-44p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Elementary Secondary Education, *Environmental Education, Instructional Materials, Learning Activities, *Program Evaluation, *Science Activities, Science Education, Student Attitudes

This document presents an explanation, illustration, and evaluation of a Students Toward Environmental Participation (S.T.E.P.) Project at Rutherford High School in Bay County, Florida. The main objective of this S.T.E.P. Project was to train high school students to teach environmental awareness activities to elementary students. This booklet includes environmental activities, field-tested eco-dramas, and sample evaluations from elementary and junior high school students. The activities are interdisciplinary and include a purpose, materials list, and procedure description. (MA)

Mathematics Curriculum Guide, Years One to Twelve. 1977 Edition.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
Pub Date-77
Note-84p.; For related document, see SE 026 781
Available from-Publication Services Branch, Ministry of Education, Parliament Buildings, Victoria, British Columbia, Canada V8V 2Z6 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, Elementary Secondary Education, Instruction, *Instructional Materials, *Mathematics Education, *Objectives, *Reference Materials, *Textbooks
Identifiers-*British Columbia

This curriculum guide states the cognitive goals of the mathematics program in the Province of British Columbia school system. Five major goals are stated as are specific learning outcomes for each grade level. The goals are organized around nine strands: (1) sets and set operation; (2) number and number operations; (3) geometry; (4) measurement; (5) problem solving; (6) graphs and functions; (7) applications of mathematics; (8) logical thinking; and (9) probability and statistics. The appendix contains a textbook list, materials and equipment, and supplementary and reference materials. (MP)

ED 167 397 SE 026 781

Mathematics Curriculum Guide, Years One to Twelve. 1978 Edition.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Pub Date-78

Note-96p.; For related document, see SE 026 780 ; Small print marginally legible

Available from-Publication Services Branch, Ministry of Education, Parliament Buildings, Victoria, British Columbia, Canada V8V 2Z6 (no price quoted)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Curriculum, *Curriculum Guides, Elementary Secondary Education, Instruction, *Instructional Materials, *Mathematics Education, *Objectives, *Reference Materials, *Textbooks

This curriculum guide states the cognitive goals of the mathematics program in the Province of British Columbia school system. Five major goals are stated as are specific learning outcomes for each grade level. The goals are organized around nine strands: (1) sets and set operation; (2) number and number operations; (3) geometry; (4) measurement; (5) problem solving; (6) graphs and functions; (7) applications of mathematics; (8) logical thinking; and (9) probability and statistics. The appendix contains a textbook list, materials and equipment, and supplementary and reference materials. (MP)

ED 167 398 SE 026 782

Anderson, Len And Others

British Columbia Elementary Science Materials Based Units Program. Interim Edition, 1977.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Pub Date-77
Note-79p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Curriculum Guides, Elementary Education, *Elementary School Science, Instructional Materials, *Process Education, Program Descriptions, *Science Activities, Science Course Improvement Project, Science Education
Identifiers-British Columbia

This document, published by the Ministry of Education of British Columbia, represents an extensive modification of the 1969 permissive elementary science program, a materials-based program which necessitates the involvement of students in scientific activities and explorations. Science teaching involves the student in the processes of science. Throughout the program, from year one to year seven, the child engages in "hands-on" activities in the investigational climates of the classroom and community. For each unit a discription is given, followed by learning outcomes in terms of process emphasis and content. References for teacher and for pupil as well as equipment information are included. Within the program, a balance has been maintained between the biological and physical sciences. (Author/GA)

ED 167 399 SE 026 783

Anderson, Len And Others

British Columbia Elementary Science Teachers Curriculum Guide. Interim Edition, 1977.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Pub Date-77

Note-35p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Curriculum Development, *Curriculum Guides, Educational Objectives, Educational Philosophy, Elementary Education, *Elementary School Science, Instructional Programs, *Science Curriculum, Science Education

Identifiers-British Columbia

This publication is an interim edition of a curriculum guide published by the Ministry of Education of British Columbia for use during the 1977-78 school year. This revised guide is to replace the "old" Elementary Science Program first introduced in 1964 (Primary), 1968 (Intermediate and Grade VII), and the alternative Materials Based Program introduced in 1969. The guide includes a rationale for revision, the philosophy of elementary science education, description of the programs (three programs in all), the evaluation procedure, research and reporting skills, and a basic equipment and materials list. (GA)

ED 187 400 SE 026 784

Human Life Science, Years 1 - 7.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
Pub Date-71
Note-74p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Alcohol Education, Biological Sciences, *Drug Education, *Elementary Secondary Education, Health Education, *Human Body, Instructional Materials, *Program Descriptions, Science Activities, *Science Education

Describes a Human Life Science program for the elementary school emphasizing physical, mental, emotional, and social growth. The program consists of two units: (1) The Human Body, and (2) Drugs, including Drug Information, Alcohol, and Tobacco. The guide outlines basic concepts to be developed, sets of objectives, background information, teaching suggestions, and resource materials. Suggestions for integration of this program into the existing curriculum are included. (MA)

Brown, Evelyn And Others

Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy: Mathematics in Energy, Grades 8-9.

National Science Teachers Association, Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-HCP/U-3841-02
Pub Date-Nov 78
Contract-EX-76-C-10-3841
Note-105p.; Not available in hard copy due to marginal legibility of original document
Available from-U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum Enrichment, Decimal Fractions, *Energy, Fractions, *Junior High Schools, *Mathematical Applications, *Mathematics Education, Percentage, Problem Solving, Ratios (Mathematics)
Identifiers-*Energy Education, National Science Teachers Association, *Project for an Energy-Enriched Curriculum

This publication is part of a series of instructional units produced by NSTA's Project for an Energy-Enriched Curriculum. The teacher's manual and the student guide for a mathematics unit in this series are presented here. This unit attempts to teach students some necessary mathematical skills needed to understand quantitative facts about energy. A pre/post test is given in the teacher's manual. Five activities are given along with problems in: (1) fractions; (2) decimals; (3) percents; (4) graphing; and (5) energy applications. (MR)

Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy: Energy and Transportation, Grade 3. Draft Copy.

National Science Teachers Association, Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-HCP/U-3841-0001
Pub Date-Dec 77
Contract-EX-76-C-10-3841
Note-118p.; Contains light and broken type
Available from-U.S. Department of Energy, Technical Information Office, P.O. Box 62, Oak Ridge, Tennessee 37830 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Curriculum Enrichment, Elementary Education, Energy, *Energy Conservation, Environmental Education, *Grade 3, Interdisciplinary Approach, Pollution, *Transportation
Identifiers-*Energy Education, *Project for an Energy-Enriched Curriculum

This publication is part of a series of instructional units produced by NSTA's Project for an Energy-Enriched Curriculum. This unit presents the variety of transportation modes and tries to assist students in understanding the effects of transportation on their world. The main concern of the unit is with fossil fuel consumption. The seven activities presented here also include topics of pollution and transportation history. (MR)

ED 167 403 SE 026 791

Energy and Educational Facilities: Costs and Conservation.

Educational Facilities Labs., Inc., New York, N.Y.
Spons Agency-Energy Research and Development Administration, Washington, D.C.
Pub Date-Apr 77
Note-55p.; Not available in hard copy due to copyright restrictions
Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Building Improvement, *Building Operation, Costs, Economics, *Educational Facilities, *Educational Finance, *Elementary Secondary Education, *Energy Conservation, Facility Guidelines, School Buildings

An analysis of energy costs and conservation in educational facilities in the United States is presented in this report. Tables and text give dollar figures for energy expenditures in education since the first oil embargo. Energy conservation through facilities management and through facilities modification is stressed. Recommendations are presented for both local and national levels. A bibliography is included. (MR)

ED 167 404 SE 026 792

How to Save Money by Saving Energy.

Department of Energy, Washington, D.C.

Report No.-DOE-OPA-0039

Pub Date-78

Note-32p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Miscellaneous (999)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Air Conditioning, Building Improvement, *Consumer Education, Costs, *Electrical Appliances, *Energy Conservation, Heating, *Home Management, Lighting, Motor Vehicles, *Pamphlets

Identifiers-*Energy Education, Weatherization

This pamphlet presents energy conservation tips to help consumers save money. Conservation measures suggested here cover topics such as: (1) insulation; (2) space heating and cooling; (3) hot water heating; (4) cooking; (5) laundry; (6) lighting; (7) electrical appliances; (8) buying or building a home; and (9) buying, maintaining and driving a car. A heating zone map of the United States and tables giving the recommended insultation needs for these zones are also given. (MR)

ED 167 405 SE 026 793

Miller, Harry, Comp. Rowe, Peter, Comp.

Energy Management: A Program of Energy Conservation for the Community College Facility.

California Univ., Berkeley. Lawrence Berkeley Lab.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-LBL-7813
Pub Date-78
Contract-W-7405-ENG-48
Note-114p.; Colored chapter headings may not reproduce well
Available from-National Technical Information Service (NTIS), U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161 (Price Code 100-125)
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Air Conditioning, *Building Operation, College Buildings, *Community Colleges, *Energy Conservation, Fuel Consumption, Fuels, Heating, *Institutional Facilities, Lighting, Management
Identifiers-*Total Educational Energy Management

This publication is a guide to the Total Educational Energy Management (TEEM) approach for energy conservation at community colleges. This guide includes step-by-step procedures for establishing a program task force, defining specific tasks, and assigning responsibilities. Action plans are developed, energy consumption monitored, goals set, and conservation measures implemented. A series of appendices provides more detailed information, charts, and worksheets related to all aspects of energy use. Also included in the appendices are a section on performing an energy audit of campus facilities and a glossary. (Author/MR)

Energy Management for Colleges & Universities. Energy Task Force.

American Council on Education, Washington, D.C.; Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency-EXXON Corp., New York, N.Y.
Pub Date-77
Note-165p.; Not available in hard copy due to copyright restrictions ; Figures may not reproduce clearly due to small type
Available from-National Association of College and University Business Officers, One Dupont Circle, N.W., Suite 510, Washington, D.C. 20036 ($20.00 prepaid)
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Building Operation, *College Buildings, Educational Facilities, *Educational Finance, Energy, *Energy Conservation, Higher Education, *Management, Planning, Universities

This publication is an administrative guide or manual for energy conservation at higher education facilities. Text and diagrams describe a broad range of energy conservation equipment and management options. Chapter titles, which indicate contents, are: (1) Energy Overview; (2) Energy: Its Conversion, Use, and Waste; (3) Energy Data Base; (4) Evolutionary Approach to Energy Conservation; (5) Purchased Utilities; (6) Finance and Investment; and (7) Energy Management and Organization Incentives. A glossary is included. (MR)

ED 167 407 SE 026 795

Davis, Craig B., Ed. Sacks, Arthur, Ed.

Current Issues in Environmental Education - IV: Selected Papers from the Seventh Annual Conference of the National Association for Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-252p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.00)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-Conference Reports, Educational Research, *Energy, *Environmental Education, *Environmental Research, *Ethics, *Research, Science Education

Identifiers-Information Analysis Products

Included are 32 of the 73 papers presented at the 1978 conference of the National Association for Environmental Education. The papers are organized into seven sections. The first section contains a single paper on environmental ethics. The other six sections are on international environmental education, energy, systems, environmental studies, environmental education research, and environmental education programs. (BB)

ED 167 408 SE 026 796

Liebrenz, Marilyn L., Ed.

Supervisory Management in the Water/Wastewater Field: Self-Study Program. Revised Second Edition. Instructor Manual. Executive Programs of the Graduate School of Business Administration of Michigan State University.

Michigan State Univ., East Lansing. Coll. of Business.

Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date-78

Note-339p.; For related document, see ED 161 662; Contains occasional light and broken type; pages 74, 151-162, and Management Time: Who's Got the Monkey?'' deleted due to copyright restrictions

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors-Instructional Materials, Job Skills, *Management, *Postsecondary Education, *Professional Training, *Supervision, *Teaching Guides, Waste Disposal, Water Pollution Control

Identifiers-*Waste Water Treatment, *Water Treatment

This document is the instructor's manual for a course on supervisory management as it relates to the water or wastewater treatment field. Each of the seven modules is concerned with a segment of the management/supervision process and corresponds to reading material in an accompanying text. An objective and subjective test portion is included with each lesson of a module. Module topics are: (1) introduction to management; (2) responsibility toward delegation and motivation; (3) problem solving and communication skills; (4) planning and organizing; (5) staffing; (6) responsibility in directing and controlling; and (7) relations with the union and employees. A supervisory management audit is provided in the appendix. (CS)

Premo, Joe And Others

Energy Education in Elementary Science: Elementary Science Study.

Minnesota State Energy Agency, St. Paul.
Pub Date-Oct 78
Note-68p.; For related document, see SE 026 799
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Curriculum Enrichment, Elementary Education, *Elementary School Science, *Energy, Heat, *Instructional Materials, Light, *Science Activities, Science Course Improvement Project, Science Education
Identifiers-*Elementary Science Study, *Energy Education, Minnesota

Elementary Science Study (ESS) units were examined by elementary teachers on a science writing team to identify energy education concepts within the existing curriculum in Minnesota. The outline of energy education concepts is given here along with some energy education science activities for elementary students. The activities are structured into a three-level sequence of lessons: exploration, labeling, and application. While some activities were written by team members, other activities have been adopted from ESS materials. (MR)

ED 167 410 SE 026 799

Lind, Jackie Premo, Joe

Energy Education in Elementary Science: Science Curriculum Improvement Study.

Minnesota State Energy Agency, St. Paul.
Pub Date-Oct 78
Note-93p.; For related document, see SE 026 798
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Biological Sciences, *Concept Teaching, *Curriculum Enrichment, *Elementary Education, *Energy, Physical Sciences, *Science Course Improvement Project, Science Education, Scientific Concepts
Identifiers-*Energy Education, Minnesota

This looseleaf teacher's manual is designed to facilitate using Science Curriculum Improvement Study (SCIS) for energy education in elementary schools. It is intended to be used with the SCIS Teacher's Guide as a supplement. The format of this manual matches a main SCIS concept with a closely related energy concept. Matrices show matched concepts for each unit. Short elaborative paragraphs are given for each matched concept for the life science and physical science units to serve as teacher preparation. (Author/MR)

ED 167 411 SE 026 802

Glazer, Richard B. And Others

Indicator Organisms: Learner's Guide for a Critical Path in Water Quality Monitoring.

Ulster County Community Coll., Stone Ridge, N.Y.
Spons Agency-Environmental Protection Agency, Washington, D.C. Div. of Manpower Training.
Pub Date-Feb 79
Grant-EPA-T-900508-01
Note-92p.; For related document, see SE 026 803
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Equipment Utilization, Job Skills, *Laboratory Equipment, *Laboratory Procedures, *Microbiology, *Postsecondary Education, *Safety, Water Pollution Control
Identifiers-Operations (Water), *Water Treatment

This learner's guide on indicator organisms is derived from a water monitoring curriculum developed at Ulster County Community College. There are 37 modules in this guide; each is introduced with a statement of purpose and then broken down into units of instruction. These units contain an objective, learning conditions, and a performance level. The modules cover: (1) safety; (2) scientific notation; (3) laboratory equipment; (4) microbiology; (5) bacteriology; and (6) sample analysis. (CS)

ED 167 412 SE 026 803

Glazer, Richard B. And Others

Nutrients: Learner's Guide for a Critical Path in Water Quality Monitoring.

Ulster County Community Coll., Stone Ridge, N.Y.

Spons Agency-Environmental Protection Agency, Washington, D.C. Div. of Manpower Training.

Pub Date-Feb 79

Grant-EPA-T-900508-01

Note-102p.; For related document, see SE 026 802

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Chemical Analysis, Chemistry, Equipment Utilization, Job Skills, Laboratory Equipment, *Laboratory Procedures, *Microbiology, *Postsecondary Education, *Safety, Water Resources

Identifiers-*Nitrogen, Oxygen, *Phosphates, Water Quality

This learner's guide on nutrients is derived from a water monitoring curriculum developed at Ulster County Community College. There are 30 modules in this guide; each introduced with a statement of purpose and then broken down into an objective, learning conditions, and performance level. The modules cover: (1) safety; (2) chemical compounds; (3) equipment utilization; (4) biochemical reactions; and (5) chemical determinations. Among the chemical tests included are those for oxygen, chlorine, nitrogen, phosphorus, carbon, pH, and hardness. (CS)

ED 167 413 SE 026 823

Clinard, Lil Collins, Nancy

Energy Conservation in the Home: An Energy Education/Conservation Curriculum Guide for Home Economics Teachers.

Tennessee Univ., Knoxville. Coll. of Home Economics.

Spons Agency-Department of Energy, Washington, D.C.

Report No.-EDM-1028 .

Pub Date-Oct 77

Contract-EY-76-S-05-5049

Note-302p.

Available from-U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830 (no price quoted)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-Bibliographies, Educational Objectives, *Energy, Energy Conservation, Home Economics, *Home Economics Education, *Home Management, *Information Sources, *Instructional Materials, Secondary Education

Identifiers-*Energy Education

This guide was designed for Home Economics teachers as a source of information, instructional materials and suggested references about the energy situation. The contents in this loose-leaf guide are organized according to the most common divisions in home economics curricula. Educational objectives are provided for decisions as well as for each activity. Energy basics are provided at the end of the guide and energy facts and statistics are footnoted for further reading. A bibliography is also provided which gives publisher address and publication cost for each entry. Some of the "activities" merely present information. (MR)

ED 167 414 SE 026 828

Energy Related Careers.

Texas A and M Univ., College Station. Center for Career Development and Occupational Preparation.; Texas A and M Univ., College Station. Coll. of Education.

Pub Date-78

Note-37p.

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Business, Career Awareness, *Career Education, *Career Opportunities, Communication (Thought Transfer), *Energy, *Engineering, Job Skills, *Science Careers, Secondary Education

This publication serves as an introduction for high school students to energy related careers. Descriptions of type of work, education and skills needed for engineering, communication, business, and science careers that have the most direct involvement with the nation's energy problems are given. The purpose of this document is to guide interested and capable students into productive careers that will help solve serious national problems related to energy. (MR)

ED 167 415 SE 026 829

McKlveen, John W., Ed.
Energy in Perspective: An Orientation Conference for Educators. Proceedings of a Conference (Tempe, Arizona, June 7-11, 1976).
Arizona State Univ., Tempe, Coll. of Engineering and Applied Sciences.
Spons Agency-Energy Research and Development Administration, Washington, D.C.
Report No.-CONF-760677
Pub Date-Dec 76
Contract-ERDA-EY-76-C-02-2937.000
Note-665p.; Photographs may not reproduce well
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 (microfiche $3.00; paper copy $16.25)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price MF-$1.16 HC-$35.49 Plus Postage.
Descriptors-Electricity, *Energy, Energy Conservation, *Environmental Education, Fuel Consumption, *Fuels, *Futures (of Society), Health, Natural Resources, Nuclear Physics, Radiation, *Science Education, Scientific Concepts, Solar Radiation, Technological Advancement

The conference goal was to provide educators with knowledge and motivation about energy in order to establish an awareness of it in their classrooms. Speakers were from universities, research laboratories, utilities, government agencies, and private businesses. Coal, gas and oil, geothermal and solar sources of energy in Arizona were each discussed by different experts. Several of the presentations dealt with nuclear energy from nuclear theory to specific applications with discussions of safeguards, waste disposal alternatives, and economic considerations. Other speakers described the use of nuclear physics in fine arts, archeology, agriculture, and criminology. (TM)

ED 167 416 SE 026 830

The Energy Challenge: An Activity Master Program About our Energy Past, Present, and Future for Grades 5 Through 8.
Federal Energy Administration, Washington, D.C.
Pub Date- 78
Note-37p.
Available from-The Energy Challenge, Box 14306, Dayton, Ohio 45414 (free while supply lasts)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Energy, *Energy Conservation, Fuels, *Instructional Aids, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, Solar Radiation
Identifiers-*Energy Education

This publication presents 24 spirit duplicating activity masters and background materials for energy education in grades 5 through 8. These interdisciplinary materials are arranged in 6 units. Unit titles are: (1) Energy Overview; (2) Fossil Fuels - Coal, Oil, and Natural Gas; (3) Energy Resources for Today and Tomorrow; (4) Energy Conservation; (5) Energy and The Environment; and (6) Energy Problems: A Product of Choice. Objectives, background information and vocabulary are given for each unit. Each spirit master should produce at least 200 copies. (MR)

ED 167 417 SE 026 840

Wilson, David A.
Creating Energy.
Pub Date-Oct 78
Note-56p.
Available from-Lorien House, Publishers, P.O. Box 1112, Black Mountain, North Carolina 28711 ($5.00)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Building Materials, *Construction (Process), Consumer Science, Electrical Appliances, Electricity, Electric Motors, *Energy, *Fuels, Heat, Instruction, *Mechanics (Physics), Natural Resources, Scientific Concepts, *Solar Radiation, Technology

The author of this booklet is an engineer who conducts experiments in solar energy. Here he has described basic principles of the field. He also details methods of constructing a variety of solar implements, including solar panels, solar cells, a concentrating collector and a solar furnace. The book is intended for the layman and contains information for obtaining any materials that are not readily available. There is a short discussion of the advantages and disadvantages of both solar and nuclear energy. (TM)

ED 167 418 SE 026 841

Skin Cancer Education Materials: Selected Annotations.
National Cancer Inst. (NIH), Bethesda, Md.
Report No.-DHEW-NIH-78-1551
Pub Date-Feb 78
Note-39p.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Biochemistry, *Disease Control, *Diseases, *Medical Education, Medicine, *Pathology, *Physiology, Science Education
Identifiers-*Skin Cancer

This annotated bibliography presents 85 entries on a variety of approaches to cancer education. The entries are grouped under three broad headings, two of which contain smaller sub-divisions. The first heading, Public Education, contains prevention and general information, and non-print materials. The second heading, Professional Education, contains the following sub-divisions: Epidemiology and Etiology (non-print materials), Clinical Diagnosis and Management, Pathology (non-print materials), Skin Manifestations of Systemic Malignancies (non-print materials), and Treatment. The third heading is Selected General Reference Materials. In addition, author, title, subject, and format indexes are presented. (BB)

Almquist, Alan J. Cronin, John E.

Human Origins: Problems in the Interpretation of New Evidence. Third Edition. AAAS Study Guides on Contemporary Problems.

American Association for the Advancement of Science, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Note-417p.; For related document, see ED 157 786; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Biology, *College Science, *Evolution, *Higher Education, *Paleontology, Science Education, *Short Courses, *Zoology
Identifiers-National Science Foundation

This Chautauqua-type short course in human evolution is divided into two parts: The Biochemical Evidence for Human Evolution, and the Fossil Evidence for Human Evolution. The first part covers the comparison of macromolecular differences between species. This includes comparison of DNA base-ratios and amino acid substitution in enzymes and other peptides. Electrophoresis and immunological techniques are discussed. In the second part, the fossil evidence for human evolution found in South Africa, East Africa, the Lake Turkana Basin, and Northern Kenya is presented. In addition, problems in dating fossils and in interpretation are discussed. (BB)

ED 167 420 SE 026 843

Shelanski, Vivien B., Ed. La Follette, Marcel Chotkowski, Ed.

Science, Technology, & Human Values, Issue No. 25, Fall 1978.

Harvard Univ., Cambridge, Mass. Program on Science, Technology and Public Policy.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-78

Note-75p.; Formerly "Newsletter on Science, Technology, & Human Values"; Not available in hard copy due to copyright restrictions

Available from-Science, Technology & Human Values, Aiken Computation Lab., 234, Harvard Univ., Cambridge, Massachusetts 02138 (Subscription $10.00)

Pub Type- Collected Works - Serials (022)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Ethical Values, *Humanism, Philosophy, *Sciences, *Social Problems, *Technology, Values

This quarterly review presents two main entries. The first one is a selected bibliography of twentieth-century poems relevant to science and social aspects of science. The other is concerning institutional review boards and the need for assessment of research involving human subjects. In addition, news items reporting on conferences, publications, workshops, and programs are presented. Finally, a meetings calendar and a general bibliography are presented. (BB)

ED 167 421 SE 026 844

Odell-Fisher, Ellen Giese, Ronald N.

Sensing the Sea: A Curriculum Guide in Marine Education for Grades Two and Three.

Virginia Inst. of Marine Science, Gloucester Point, Va.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-78

Note-57p.

Available from-Marine Education Center, Virginia Institute of Marine Science, Gloucester Point, Virginia 23062 ($2.00)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Biology, Elementary Education, *Elementary School Science, *Environmental Education, *Marine Biology, *Oceanology, Primary Education, *Science Activities, Science Education, Zoology

This is a curriculum guide in marine education for grades two and three. It gives information for the setup and maintenance of marine aquariums, as well as information on the care and feeding of marine animals. The unit should take about three or four weeks. A calendar is given showing the amount of time needed for each part. The guide is divided into seven parts entitled: (1) Setting Up; (2) Observing Marine Animals; (3) Inferring About Marine Animals; (4) Classifying Beings 'n Things; (5) Inferring About Parts of Living Things; (6) Problem Solving; and (7) Evaluation. Each section contains two to four student activities. A list of related books and films are also given for each section. (BB)

ED 167 422 SE 026 847

Smith, Walter S. Stroup, Kala M.

Science Career Exploration for Women.

National Science Teachers Association, Washington, D.C.
Pub Date-78
Note-80p.; Not available in hard copy due to copyright restrictions
Available from-National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009 (Stock Number 471-14748; $2.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, *Career Exploration, *Females, Feminism, Role Models, *Science Careers, Science Education, Scientific Personnel, *Scientists, Women Professors, Womens Education, Women Teachers, *Working Women

The main body of this pamphlet presents science career exploration activities for women in the form of six modules. Complete modules can be used as presented or activities may be adapted or borrowed to suit individual situations. The modules are titled: (1) Turning A Girl Onto Science Careers; (2) What Do I Want Out of Life?; (3) How Do Parents and Friends Affect a Woman's Career Choice?; (4) What Careers Are Available?; (5) What's it Like to be a Professional Woman in a Science Career?; and (6) OK, I'm Sold on Trying a Science Career, But How Do I Get From Here to There? In addition, some information on how to use the modules is presented along with a discussion of sources of conflict in females at adolescence. (BB)

ED 167 423 SE 026 850

Finch, Shari, Ed.
Science Books & Films, Volume XIV, Number 3.
American Association for the Advancement of Science, Washington, D.C.

Pub Date-Dec 78
Note-61p.
Available from-Science Books & Films Subscriptions, American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($17.50 per year, $5.00 single copy)
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-*Books, Elementary Secondary Education, Films, Higher Education, *Instructional Materials, *Mathematics, *Sciences, *Social Sciences

These reviews, grouped under the large headings of Book Reviews, Film Reviews, and Childrens Books, are categorized according to content field. Each review gives grade level, the level of recommendation, bibliographic data, and ordering information. The books and films reviewed are from a wide range of science, engineering, and social science fields. (BB)

Science for Children, 4-6.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.
Pub Date-78
Note-165p.; Contains occasional small, light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Course Organization, Curriculum Development, *Elementary Education, *Elementary School Science, *Instructional Materials, Science Activities, *Science Education, Science Units, Teaching Guides, Teaching Techniques
Identifiers-New York

This publication developed by the New York State Education Department with the cooperation of the University of the State of New York, is a curriculum guide for elementary science (grade 4-6). This guide is organized around 6 large subject areas: (1) Living things; (2) Our growing bodies; (3) Air, water and weather; (4) The earth and its composition; (5) The solar system; and (6) Matter and energy. It is also organized by grade level in each of the six major areas of study. Each such unit follows a sequential teaching pattern incorporating suggested activities for the teacher as well as for the pupil. The format is consistent through all grade levels and is organized as follows: (1) apparatus and materials; (2) purpose of the unit; (3) introduction of the unit; (4) experiences relating to the unit; (5) enrichment; (6) organization and use of information gained; (7) basic understandings; (8) vocabulary; and (9) scientists. A table that summarizes the organization of this elementary science program with suggested grade placement is also included. (Author/HM)

ED 167 425 SE 026 869

Davis, Audrey B.

Bibliography on Women: With Special Emphasis on Their Roles in Science and Society.

Pub Date-74

Note-55p.

Available from-Science History Publications, 156 Fifth Avenue, New York, New York 10010 ($3.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Books, *Females, *Feminism, Physiology, Science Careers, Scientists, *Womens Education, *Womens Studies

This bibliography comprises selected books and articles from The Library of Congress Catalogue; ``Cumulative List of Works'' for the years 1950 to March 1973, and unprinted cards for the preceding years. The purpose of the selection is to show the numerous possibilities for locating research materials on the roles and accomplishments of women and the attitudes toward them. The entries are listed alphabetically by author. In addition, other sources of articles about women are mentioned, and a list of publishers specializing in books related to studies of women are given. (BB)

Suydam, Marilyn N., Comp.
Reference Bulletins from the Calculator Information Center.
Calculator Information Center, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-77-0030
Note-90p.; Contains occasional light and broken type
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Booklists, *Calculation, Elementary Secondary Education, *Instruction, Literature Reviews, *Mathematics Education, Postsecondary Education, *Research Reviews (Publications)
Identifiers-*Calculators

These 18 bulletins list references on the uses of calculators pertinent to education. They were published at intervals to provide teachers and other interested persons with sources of information about calculator activities and research findings. The bulletins focus on several categories of references: (1) articles on instruction with hand-held calculators; (2) books on calculator applications; (3) research on hand-held calculators; (4) references on calculators at the post-secondary level; (5) references on desk calculators; (6) articles on the pros and cons of using hand-held calculators; and (7) articles on selecting a calculator. Most of the bulletins contain annotations; several include an introductory synthesis. (Author)

ED 167 427 SE 026 882

Mathematics Courses for the Seventh Year and Eighth Year, 1978 Reprint.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.
Pub Date-78
Note-35p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum, *Curriculum Guides, Geometry, Grade 7, Grade 8, Number Concepts, Secondary Education, *Secondary School Mathematics, Set Theory

Scope and content charts specifying units, topics, and time allotment are provided for grades 7 and 8. Units covered in grade 7 are sets, systems of numeration, whole numbers, positive rational numbers, geometry, and ratio, proportion, and percent. Units covered in grade 8 are sets, real numbers, ratio, proportion and percent, geometry, coordinate geometry, and statistics. Suggestions to teachers are given for each unit. (MP)

Braswell, James S. Romberg, Thomas A.

Objectives of Patterns in Arithmetic'' and Evaluation of the Telecourse for Grades 1 and 3. Technical Report No. 67.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCCL-TR-67

Pub Date-Sep 70

Contract-OEC-5-10-154

Note-86p.; Report from the Project on Individually Guided Instruction in Elementary Mathematics; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Achievement, Elementary Education, *Elementary School Mathematics, *Instruction, Objectives, *Research, Surveys, *Television Curriculum, Testing

Part One of this report discusses the background and philosophy of the Patterns in Arithmetic (PIA) television program. Mathematical objectives for Grades 1-4 are discussed in detail. Part Two presents the results of a summative, noncomparative evaluation done on the PIA program in Grades 1 and 3 during the 1966-67 school year. Classes in Alabama and Wisconsin participated in the study at both grade levels. The instruments used in the evaluation fall into three categories: (1) achievement tests designed specifically for the PIA program; (2) standardized achievement test; and (3) teacher and pupil inventories. (MP)

ED 167 429 S [illegible]10 821

Davis, James E., Ed. Haley, Frances, Ed.

Planning a Social Studies Program, Activities Guidelines, and Resources.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-208p.; Charts in Appendix A may not reproduce clearly due to small print type of original document
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 224, $14.50 paper cover)
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Concept Formation, Concept Teaching, Curriculum Design, *Curriculum Development, Educational Accountability, Educational Assessment, Educational Development, *Educational Objectives, *Educational Resources, Elementary Secondary Education, Evaluation Methods, *Program Planning, *Social Studies, Student Attitudes, Tables (Data), Teacher Role, Teaching Techniques
Identifiers-Information Analysis Products

The curriculum planning guide was developed to assist teachers (K-12) in developing comprehensive social studies education programs, identifying appropriate goals, and in evaluating and reporting student progress. This booklet's content is presented in nine sections. The first, in introduction for teachers, explains how to use the guide and identifies models for use in various kinds of planning situations. Section II provides information on assessing current programs. Section III reviews the process of developing a rationale for a social studies program. Section IV explains how to identify, clarify, and seek agreement on the nature of social studies and how to determine the scope of the program. Section V provides information on selecting goals and objectives and refers readers to a list of sources of learning objectives in the appendix. Sections VI and VII focus on choosing content and on identifying and selecting curriculum materials. Section VIII reports on evaluation and testing procedures. The final section explains how to install and maintain a social studies program and suggests how to encourage community involvement. Learning activities, handouts, and additional resources are included in each section. (DB)

ED 167 430 SO 011 071

The United States' Third Century: Issues for the Social Studies. A Conference Held at Yale University, May 6, 1977.

Connecticut Council for the Social Studies.; Connecticut State Dept. of Education, Hartford.; Yale Univ., New Haven, Conn.
Pub Date- 77
Note-51p.
Pub Type - Historical Materials (060)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-African History, Agriculture, Asian History, Changing Attitudes, Community Resources, Comparative Analysis, Cross Cultural Studies, Economic Progress, Elementary Secondary Education, Foreign Countries, Futures (of Society), Higher Education, *International Relations, Modern History, Social Change, Social Studies, *United States History, Universities, World Problems

The document consists of six papers dealing with major national and international issues in the 20th century. The papers were presented at a 1977 Yale University conference convened for the purpose of providing factual information on important historical issues to high school classroom teachers and encouraging the teachers to develop curriculum based upon the information. Six invited participants (professors of history and deans at Yale University) presented the papers. The document is presented in two major sections. Section I discusses three domestic issues change in the United States from 1960 to 1975, the green revolution in United States agriculture, and prospects for continued economic growth in the United States. Section II examines three international issues relations between the United States and China, background of the South African crisis, and American-Soviet relations. For each issue, information is presented on background of the topic, time span, social characteristics, religious and cultural influences, political factors, and implications of the issue for students and for society in general. (DB)

Kentucky History and Geography.

Breckinridge County Board of Education, Hardinsburg, Ky.
Pub Date-Oct 78
Note-278p.; Not available in hardcopy from EDRS due to broken and light print type of most of the original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, Black History, Civil War (United States), Colonial History (United States), Course Objectives, Elementary Secondary Education, *Geography Instruction, Grade 6, Grade 7, Grade 8, *History Instruction, Instructional Materials, Junior High Schools, Learning Activities, Local History, Maps, Map Skills, Modern History, Reconstruction Era, Social Studies Units, *Southern States, *State Curriculum Guides, State Government, *State History, Teaching Procedures, Tests, United States History, Unit Plan

Designed for use in grades 6, 7, and 8, this curriculum guide provides 11 individual units for teaching Kentucky history and geography with the recommended text ``Kentucky Heritage'' published by Steck-Vaughn. Unit titles are The Blue Grass State, Early Explorations of Kentucky, Development of the Government of Kentucky, The Constitution of Kentucky, The Civil War, Life on the Frontier, Kentucky's Black History, The History of Transportation and Economy, Modern Politics in Kentucky, Famous Kentucky People and Places, and Local History. Learning activities include map study, oral presentations, play writing, drawing a time line, and group discussions. Unit ten, Famous Kentucky People and Places, includes a comprehensive list of parks, shrines museums, and natural wonders and names of famous authors, politicians, artists, athletes, musicians, social reformers, pioneers, scientists, and educators. Each unit contains an outline of objectives, procedures, and activities, instructional materials suitable for duplication, tests, answer keys, and a bibliography of relevant books, films, and filmstrips. (KC)

ED 167 432 SO 011 243

Mercer, James

Educators' Handbook on Federal Anti-Sex Discrimination Laws.

Colorado Univ., Denver. Inst. for Equality in Education.
Pub Date-Mar 78
Note-25p.; Best copy available
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Affirmative Action, *Civil Rights, Educational Problems, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Equal Protection, *Federal Legislation, Governance, *Government Role, Higher Education, Justice, *Laws, Nondiscriminatory Education, *Policy Formation, Racial Discrimination, Sex Discrimination, Sex Fairness
Identifiers-Civil Rights Act Title VII, Elementary Secondary Education Act Title IX, Equal Pay Act of 1963

The document presents a summary of major federal legislation affecting the policy and operation of educational programs and activities. The handbook is intended to help educators locate information on the constitutional aspects of anti-discrimination laws. The document is presented in four chapters. Chapter I discusses the constitutional aspects of anti-sex discrimination efforts and presents examples of challenges to sex discrimination based upon the U.S. Constitution. Also discussed are legally permissible types of discrimination under the 14th amendment and tests used by the courts to determine whether a discriminatory law is constitutionally permissible. Chapters II and III focus on Title VII of the Civil Rights Act of 1964 and the Equal Pay Act of 1963. Information is presented on who is regulated by each act, what is prohibited, exceptions to coverage, and sources of additional information. Chapter IV discusses Title IX of the Education Amendments of 1972. Topics discussed include who is regulated, exemptions to coverage under the regulations, what is mandated, general requirements, treatment of students, and sources of additional information. (DB)

ED 167 433 SO 011 262

Consumer and Economic Education Guidelines.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Note-109p.; Guide prepared by the Indiana Project for Consumer and Economic Education

Pub Type- Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Adult Education, Concept Teaching, *Consumer Education, *Economic Education, Educational Objectives, Educational Strategies, Elementary Secondary Education, *Fundamental Concepts, *Models, Program Content, *Program Development, Teaching Methods

This document identifies goals, rationale, key concepts, general teaching ideas, and resource materials for teaching consumer and economic education. The document is intended to provide guidelines for elementary, secondary, and adult education programs which emphasize (1) understanding of the relationships between economic, political, and social systems and the individual, (2) acquisition of management and decision-making skills, and (3) understanding of the rights of individuals as consumers, producers, and citizens. The guide is presented in three major parts. Part one, an introduction, gives a rationale for consumer and economic education programs, presents a model for decision-making, and explains the goals and content of consumer and economic education programs at elementary, secondary, and adult levels. Part two, the bulk of the document, offers frameworks for teaching specific concepts such as scarcity, the market system, credit, consumer demand, savings and investment, and financial security. For each concept the framework outlines learning goals, teaching ideas, and general resource materials. The frameworks do not specify activities or resources by grade level. Part three, an appendix, contains a glossary of terms and a short curriculum unit outline. (AV)

ED 167 434 SO 011 426

Thayer, Lou

Consumer Behavior: Developing Skills for Assertiveness. Consumer Education Training Module.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.; Michigan State Dept. of Education, Lansing.

Pub Date-Mar 78

Note-60p.; For related documents, see SO 011 427-429

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adult Education, *Assertiveness, Business Education, Change Agents, *Communication Skills, *Consumer Education, Consumer Protection, Daily Living Skills, Home Economics Education, Individual Power, *Inservice Programs, Interpersonal Competence, Personal Growth, Postsecondary Education, Role Models, Role Playing, Secondary Education, Self Esteem, Self Expression, Simulation, Social Studies, Teaching Methods, *Training Techniques

The goal of this inservice guide for teaching consumer education at the secondary and adult level is to help consumers become more assertive when buying goods and services. A major section in the guide defines assertiveness. The four basic components of assertive behavior are the ability to express emotions openly, the capacity to exercise one's rights, the confidence to stand up for oneself, and the freedom to choose when assertive behavior is appropriate. Structured activities to help consumers develop trust in their ability to affect change are presented. Other major sections of the guide stress self-assessment procedures, communications skill training, and the development of a step-by-step process toward being assertive in consumer situations. Activities include (1) identification of the ten most common problems experienced by consumers, (2) exploration of present attitudes toward assertiveness through image recall of past consumer experiences, (3) selection of a person as a model for assertive behavior, (4) discrimination between assertive, nonassertive, and aggressive behaviors, and (5) role playing to learn communication skills. Fourteen situation vignettes allow the participant to practice responding assertively. Pre- and posttests and a list of resources relevant to assertiveness training are included. (KC)

ED 167 435 SO 011 427

Speers, Mary Lou

Shoplifting: A Consumer Concern. Consumer Education Training Module.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.; Michigan State Dept. of Education, Lansing.

Pub Date-Aug 78

Note-65p.; For related documents, see SO 011 426-429 ; Revised edition; Parts may be marginally legible

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Business Education, Civil Liberties, *Consumer Education, Consumer Protection, *Crime, Criminals, Daily Living Skills, *Economic Factors, Home Economics Education, Laws, Legal Education, *Legal Problems, Legal Responsibility, Role Playing, Secondary Education, *Social Problems, Social Responsibility, Social Studies, Teaching Methods

This guide provides a framework to help secondary teachers and students explore the growing societal problems of shoplifting. The guide can be used in inservice programs as well. Five sessions are designed to inform students of the social, legal, and economic aspects of stealing. In these sessions, students define shoplifting, discuss the types of people who shoplift, list reasons for shoplifting, and analyze personal values and attitudes toward this crime. They consider the effect of a shoplifting record on future employment and educational activities, and define terms such as larceny, misdemeanor, and felony. Also, students describe procedures for the apprehension of a shoplifter and analyze consumer and merchant rights and responsibilities. Finally, following a survey of local merchants, students describe problems caused by shoplifting in terms of costs to businesses and consumers. Activities include small group discussions, reading supplemental articles, attitude surveys, using community resources, and role playing. Pre- and posttests and a list of resources including reviews of film and media kits are supplied. Transparency masters, answer keys, and student evaluations are included in appendices. (KC)

ED 167 436 SO 011 428

Kachaturoff, Grace

Simulations in the Consumer Economics Classroom. Consumer Education Training Module.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.; Michigan State Dept. of Education, Lansing.

Pub Date-Apr 78

Note-54p.; For related documents, see SO 011 426-429; Copyright articles have been removed from the document by ERIC due to copyright law

Pub Type- Guides - General (050)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adult Education, Bibliographies, Business Education, Consumer Economics, *Consumer Education, Consumer Protection, Daily Living Skills, *Decision Making Skills, Distributive Education, *Educational Strategies, Elementary Secondary Education, Home Economics Education, Individual Power, *Inservice Programs, Interpersonal Competence, Mathematics Instruction, Personal Growth, Problem Solving, Role Playing, Self Expression, *Simulation, Social Studies, Teaching Methods

This inservice manual provides guidelines to help elementary, secondary, and adult education teachers select, use, and design simulation experiences for consumer education. Four example simulations provide students with opportunities to develop decision-making skills as consumers. Simulations may be used as an introductory, developmental, or culminating activity for a unit. They may also be used to illustrate many different consumer situations such as buying goods and services, conserving energy, evaluating advertisements, resolving a car repair complaint, or presenting a case in small claims court. Examples of simulation activities include (1) designing an advertising campaign for a new cereal product; (2) buying products at an auction to emphasize the characteristics of supply, demand, and money; (3) assuming roles of manufacturing executives, food company personnel, laborers, and consumers as they make decisions about an automated strawberry picking machine; and (4) presenting views on a new city ordinance to ban the sale of pipes in order to crack down on drug use. Forms for planning and evaluating decisions, a list of consumer economic simulations, and a bibliography on simulations are included. (KC)

ED 167 437 SO 011 429

Monsma, Charles

The Michigan Consumer Protection Act of 1976. Consumer Education Training Module.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.; Michigan State Dept. of Education, Lansing.

Pub Date-Aug 77

Note-65p.; For related documents, see SO 011 426-428

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Consumer Economics, Consumer Education, *Consumer Protection, Daily Living Skills, Individual Power, *Law Enforcement, *Laws, Legal Problems, Resource Materials, Role Playing, Secondary Education, Social Studies, *State Legislation, *Teaching Methods

This guide for secondary teachers is designed to identify and illustrate specified illegal practices identified in the Michigan Consumer Protection Act of 1976. The guide also explains procedures that a consumer or law-enforcement agency can take to enforce the provisions of this law. Since the act is a broad one, students learn not only about Michigan law, but also about the specifics of consumer protection laws throughout the country. Therefore, many materials in the guide are appropriate for other areas in the United States. A chart explains specific provisions of the act by outlining prohibited practices, providing generalized examples of the practice, and suggesting classroom activities and resources to aid students understand the practice. For example, one section of the law prohibits representing characteristics, uses, or benefits of goods or services which they do not have. The provision covers the general area of false advertising. Students monitor newspaper, television, and magazine advertisements for possible violations. Other suggested activities include writing letters of complaint, inviting resource speakers, and preparing a local consumer directory. In addition, students examine fraud and deceptive practices, complaints, warranties, contracts, small claims court, and agencies which provide consumer goods and services. Included are a list of other Michigan consumer laws and resources and a copy of the Michigan Consumer Protection Act. (KC)

ED 167 438 SO 011 438

Educational Development Some Practical Issues. Occasional Paper No. 1.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-75
Note-203p.; For related documents, see SO 011 439-440
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agricultural Education, Cooperation, *Developing Nations, Educational Administration, *Educational Development, *Educational Needs, *Educational Planning, Educational Problems, Elementary Secondary Education, Engineering Education, Equal Education, Government Role, Higher Education, Nonformal Education, Political Influences, Problem Solving, Rural Education, Socioeconomic Influences, Tables (Data), Teacher Education, Teacher Workshops, Technical Education, Veterinary Medicine, Vocational Education

The document presents 11 papers dealing with educational administration in developing nations. It is intended to aid UNESCO staff members and other educational advisors as they collaborate with policy makers in developing nations to improve educational programs. Written by staff members of UNESCO's Division of Educational Finance, the papers reflect concerns expressed by educational authorities in developing nations regarding major policies, plans, and priorities for their national systems. The practical problems and theoretical issues were identified by UNESCO staff members during 74 fact-finding missions to developing nations conducted from 1965 to 1975. Sample topics focus on equity in educational planning, agricultural and vocational training, differences between rural and urban education, training centers for rural development, technical training in the Soviet Union, engineering education, rural education in Honduras, teacher training programs, political influences affecting teachers, and veterinary training. For most of the papers, schematic sketches, tables, charts, and graphs are presented along with case studies representing aspects of educational systems in one or several countries. (DB)

Educational Development Some Practical Issues. Occasional Paper No. 2.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-76
Note-225p.; For related documents, see SO 011 438 and SO 011 439; Tables throughout document may not reproduce clearly
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Comparative Analysis, Cooperation, *Developing Nations, Educational Administration, *Educational Development, *Educational Needs, *Educational Planning, Educational Problems, Government Role, Interdisciplinary Approach, Problem Solving, Rural Education, Science Education, Tables (Data), Teacher Role, Technical Education, Vocational Education

The document presents eight papers dealing with educational administration in developing nations. It is intended to aid UNESCO staff members and other educational advisors as they collaborate with policy makers in developing nations to improve educational programs. Written by staff members of UNESCO's Division of Educational Finance, the papers reflect concerns expressed by educational and governmental authorities in developing nations regarding major policies, plans, and priorities for their national educational systems. The practical problems and theoretical issues were identified by UNESCO staff members during 74 fact-finding missions to developing nations conducted from 1965 to 1975. Sample topics focus on ways of projecting annual entrants to primary school; characteristics of educational institutions in Denmark, West Germany, Great Britain, and Sweden; technology in the general education curriculum; integration of science and technology in junior high and senior high schools; vocational education for students in the least developed nations; space requirements and teacher needs required by various educational methods; rural educational development; and identification and selection of educational development projects which will receive funding from UNESCO and other international organizations. (DB)

ED 167 440 SO 011 440

Post-Primary Practical Education/Training in Senegal. Description and Evaluation of the Experiment. Occasional Paper No. 3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-77

Note-97p.; For related documents, see SO 011 438-439 ; Parts are marginally legible

Language-French

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Agricultural Education, Basic Skills, Case Studies, Curriculum Development, *Developing Nations, *Educational Development, *Educational Needs, Educational Objectives, Educational Philosophy, Educational Planning, Educational Policy, *Educational Practice, Elementary Secondary Education, Foreign Countries, Government Role, Policy Formation, Rural Education, Rural Urban Differences, Student Characteristics, Tables (Data), Teacher Role

Identifiers-*Senegal

The document, written in French, presents an overview of educational programs in Senegal where ten to 17-year-old students are taught practical skills. The monograph is intended for UNESCO staff members and educational advisors as they collaborate with governments in developing nations to improve educational programs. The document is presented in six chapters. Chapter I discusses general, basic and technical training programs for youth in rural sections of Senegal. Chapter II focuses on characteristics and attitudes of students, teachers, administrators, and on school/community interaction. Chapter III discusses objectives, practical education curriculum, and educational planning. Also presented are case studies of the national educational center at M'Bour and various villages which have experimented with agricultural education. Chapter IV concentrates on expansion of the educational system from 1975 to 1976 and presents a case study of educational development in the village of Koubanao. Chapter V views urban educational programs and outlines the Senegalese government's plans for an urban educational center at Bargny. The final chapter offers recommendations for educational improvement, including that the government should set more specific objectives and should cooperate with international funding agencies such as the World Bank to open additional centers. (DB)

ED 167 441 SO 011 441

Autlin, Diana

Young People and the Law.

Youth Liberation Press, Inc. Ann Arbor, Mich.
Pub Date-Dec 78
Note-50p.; Not available in hard copy due to poor reproducibility of original document
Available from-Youth Liberation, 2007 Washtenaw Ave., Ann Arbor, Michigan 48104 ($2.00 plus $0.50 for postage and handling)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Classroom - Learner (051)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Change Strategies, Children, *Civil Liberties, Discriminatory Attitudes (Social), Due Process, Equal Protection, Family Life, *Federal Legislation, Freedom of Speech, Juvenile Courts, Legal Education, Legal Responsibility, Parent Responsibility, Privacy, Punishment, Racism, Religion, School Attendance Legislation, Secondary Education, Sex Discrimination, Student Rights, *Teenagers

This pamphlet was developed to inform teenagers of their civil rights and to encourage them to organize in order to seek more equitable rights. The book is not recommended for classroom use, but rather is written as resource material for young people avidly interested in their rights and in the discrimination against young people by the legal system. Separate chapters discuss the rights to free expression, privacy, protection against illegal search and seizure, equal protection under the law, and due process. The topics of involuntary servitude, cruel and unusual punishment, and legal remedies are also examined. Each chapter presents the constitutional background and legal precedents for each concept, provides insets which feature accounts of incidents relevant to each concept, and illustrates the concepts with captioned drawings. Unfamiliar legal terms are defined in a glossary and a short bibliography is provided for those who want to research the subjects more thoroughly. Two Supreme Court decisions (Tinker v. Des Moines, which extended constitutional rights to children, and the Gerald Gault case concerned with criminal due process rights) are reprinted in the appendix. (KC)

Gunn, Angus M.

American Social Studies in Japan: Some Observations on the Social Studies Reforms Imposed on the Japanese Educational System after World War Two.

Pub Date-16 Oct 78
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Comparative Education, Conventional Instruction, *Democratic Values, *Educational History, *Educational Trends, Ethical Instruction, Foreign Countries, Foreign Policy, International Relations, Military Training, *Political Influences, Secondary Education, *Social Studies, Trend Analysis, United States History, War
Identifiers-Japan

This report analyzes three aspects of social studies education in Japan: (1) characteristics of secondary education before World War II, (2) the nature and effects of United States intervention in secondary social studies in 1946, and (3) features of contemporary social studies. Before 1945 the boys' middle school, the Chugakko, was the most prestigious; attendance was mandatory for admission to postsecondary education and thus to positions in government, business, and the military. Early in 1945 the major emphasis in secondary education was on training pupils in the moral principles of the empire and on military training. In 1946 a United States Education Mission called for decentralization of educational decision making, adoption of American democratic practices in the schools, abolition of special courses on morals, and the rewriting of Japanese history and geography. The objective was to promote democratic Japanese education within a world society committed to non-aggression and peace. In 1947 a secondary social studies program was developed which followed the recommendations of the U.S. Education Mission, but in the late 1950s the country began a swing back to traditional curricula. However, a Study of Modern Society course was included at the secondary level. The author concludes that because of the language barrier in translating guidelines into results, the United States' influence on Japanese social studies was less than expected. (Author/KC)

ED 167 443 SO 011 495

Global Perspectives: Some Questions and Answers.
Center for Global Perspectives, New York, N.Y.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Mar 77
Note-47p.
Pub Type- Information Analysis (070) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Role, *Curriculum Development, *Educational Needs, *Educational Objectives, *Educational Practice, Elementary Secondary Education, *Global Approach, *Humanistic Education, Interdisciplinary Approach, Language Arts, Science Education, Student Role, Teacher Role, Values, World Problems

To enlighten the reader on the status, objectives, and needs of global education, this paper poses and answers questions related to global perspectives. A global perspective is interpreted to include heightened awareness and understanding of the global system as well as increased consciousness of the intimate relationship of self, humankind, and the biosphere. The document, arranged in 13 sections, presents examples of global perspectives. Two sections examine the relationship of global perspectives to global citizenship and explore the role of the school in teaching global perspectives. Other sections focus on developing global curriculum, financing programs, measuring student progress, incorporating global perspectives into science and language arts programs, and providing global education resources. Information is included on the importance and practicality of global perspectives education in precollegiate education, ways to encourage a global outlook without fostering political integration, contributions of tourism and international sport competitions to a global outlook, developing lesson plans with a global perspective, incorporating global content into reading lessons, and encouraging teacher involvement in global issues. (DB)

ED 167 444 SO 011 509

Mezey, Susan Gluck

The Games People Play: Perceptions of Women's Roles in Local Public Office.

Pub Date-78
Note-33p.; Paper presented at Annual Meeting of the American Political Science Association (New York, New York, August 31-September 3, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*City Officials, *Comparative Analysis, Equal Opportunities (Jobs), *Females, Individual Characteristics, *Males, Political Attitudes, Research Methodology, Sex Discrimination, Sex Stereotypes, Social Integration, *Social Science Research

This study examines the role of women in local political office in Connecticut. It also investigates the proposition that attitudes toward women officeholders are affected by the number of women serving together on the local municipal council. Fifty female and 50 male politicians from towns and cities in Connecticut were interviewed. Perceptions of women's roles were divided into four categories: equal opportunity for women in public office, social integration of women politicians, personality differences between men and women politicians, and representation of a female constituency by women in public office. As expected, sex differences were evident on all four dimensions. For example, in terms of equal opportunity for women, men were far less likely than women to believe women were subjected to discriminatory treatment on the basis of sex. In terms of personality traits, women officials were regarded as ``usually more idealistic'' than men, and men were perceived to be ``better suited emotionally'' for political activities. Factor analysis of the responses showed that men's and women's attitudes were not correlated with the number of women serving together on the local political council. (AV)

ED 167 445 SO 011 510

Wilk, Barbara

A Teachers' Guide to an Ethnohistory of the Westport-Norwalk Area From 1900 to Today.

Westport-Weston Arts Council, Conn.

Spons Agency-Connecticut Humanities Council, the State Committee of the National Endowment for the Humanities.

Pub Date-Feb 79

Note-17p.; For related documents, see SO 011 511-513

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Education, American Culture, Changing Attitudes, Community Characteristics, Community Study, Cultural Background, Cultural Context, *Ethnography, Ethnology, *History Instruction, *Immigrants, *Local History, Minority Groups, Multimedia Instruction, Oral History, Primary Sources, Projects, Secondary Education, *Social Change, Social Studies, Sociocultural Patterns, Teaching Methods, *United States History

Identifiers-Connecticut (Norwalk), Connecticut (Westport)

The booklet describes a multimedia project which introduces secondary students and interested adults to the ethnic history of Westport and Norwalk, Connecticut, from 1900 to 1979. Objectives of the project were to demonstrate ways to explore the past and relate it to the present, forge links between generations, encourage understanding and respect for various ethnic backgrounds, formulate a base for comparative study of cultures, and introduce students to a study of immigrant patterns. The document is presented in four sections. Section I outlines project goals, enumerates questions which the project seeks to answer, and describes methods. Specific project goals include documenting immigration patterns since 1900, investigating change in local ethnic populations, and developing ways in which schools and community groups can learn about local ethnic groups. Methods used include conducting research in libraries and local historical societies, interviewing community members, filming ethnic celebrations, and collecting ethnic materials. Section II presents a brief history of immigration patterns in the United States, 1900-1979. Section III provides an overview of immigration in the Norwalk-Westport area and discusses forces which held ethnic groups together. Section IV suggests learning activities to involve students in interviewing family and community members, listening to ethnic radio and television programs, making a study of terminology used at various times to refer to immigrants, compiling an ethnic cookbook, and listing ways in which American culture influences other nations. (DB)

ED 167 446 SO 011 511

Mahar, John L.

History of Westport and Norwalk.

Westport-Weston Arts Council, Conn.
Spons Agency-Connecticut Humanities Council, the State Committee of the National Endowment for the Humanities.
Pub Date- 79
Note-21p.; For related documents, see SO 011 510-513
Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education, American Culture, Blacks, Census Figures, Community Characteristics, Community Study, Cultural Background, Cultural Context, Cultural Pluralism, *Ethnic Groups, *Ethnography, Ethnology, *Immigrants, Leisure Time, *Local History, Minority Groups, Religious Factors, Revolutionary War (United States), Rural Urban Differences, Secondary Education, Social Change, *Social History, Social Studies, Sociocultural Patterns, *United States History, Work Experience
Identifiers-Connecticut (Norwalk), Connecticut (Westport)

The history of immigration to Norwalk and Westport, Connecticut, from the Revolutionary War period to 1979 is presented. The reading is part of a project to investigate the ethnically varied cultural heritage of the Norwalk-Westport area. It is arranged in two major sections. Section I focuses on Westport described as an attractive suburban town with a history of involvement in the Revolutionary War, rapid economic growth during the 19th century, and a high degree of interaction among immigrants from many European nations. Groups identified as most common in the 1900 census of Westport are Irish, German, Swedish, Danish, Russian, and Hungarian. Information is presented for each of these groups on life-style, work, recreation, schooling, and religious observances. Section II traces development and settlement of Norwalk. Purchased in 1640 from the Indians, Norwalk developed in the 1800s as a regional industrial center. Among immigrants who were attracted to Norwalk with the hope of securing jobs were Irish, Italians, Hungarians, and Slavs. Beginning in 1950, a new wave of immigrants settled in Norwalk. Most recent immigrants are Puerto Ricans, Costa Ricans and blacks from North Carolina, South Carolina, and Virginia. The document concludes with information on the intense rivalry that has characterized Norwalk proper and South Norwalk from 1870 to the present. (DB)

D'Amico, Anthony J.

Italians in Westport. A Personal Account for An Ethnohistory of the Westport-Norwalk Area from 1900 to Today.

Westport-Weston Arts Council, Conn.

Spons Agency-Connecticut Humanities Council, the State Committee of the National Endowment for the Humanities.

Pub Date-Feb 79

Note-18p.; For related documents, see SO 011 510-513

Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adult Education, American Culture, Changing Attitudes, Community Characteristics, *Community Study, Cultural Background, Cultural Context, *Ethnography, Ethnology, *Immigrants, *Italian Americans, Life Style, *Local History, Minority Groups, Minority Role, Primary Sources, Racial Discrimination, Secondary Education, Social History, Social Studies, Sociocultural Patterns, *United States History

Identifiers-Connecticut (Norwalk), Connecticut (Westport)

The document presents a history of an Italian immigrant family that settled in Westport, Connecticut, before 1900. The monograph is part of a project to investigate the ethnically varied cultural heritage of the Norwalk-Westport area. Objectives of the history are to record the story of the d'Amico family, shed light on the Westport Italian community, and to assess the impact of the Italian ethnic group on local culture. The document is presented in five major sections. Section I introduces the history. Section II provides background information on Westport in 1900. Section III portrays the D'Amico family, chronicles Augostino D'Amico's immigration from Italy in the early 1880s, describes various jobs held by Augostino and his son in the United States, traces the D'Amicos' move to and settlement in Westport, and records successes and defeats of the D'Amico family in the Westport area until the 1970s. Section IV investigates prejudice and discrimination against immigrants throughout American history and stresses the desire of immigrants to be accepted into the mainstream of American life. The final section assesses the effects of social change on the integration of Italian immigrants and persons of Italian extraction into Westport society. (DB)

ED 167 448 SO 011 513

Transcripts of Oral Histories for An Ethnohistory of the Westport-Norwalk Area from 1900 to Today.

Westport-Weston Arts Council, Conn.
Spons Agency-Connecticut Humanities Council, the State Committee of the National Endowment for the Humanities.
Pub Date-79
Note-52p.; For related documents, see SO 011 510-512
Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Education, American Culture, Changing Attitudes, *Community Study, Cultural Awareness, Cultural Background, Cultural Context, *Ethnic Groups, Ethnography, Ethnology, *Immigrants, *Interviews, Life Style, Local History, Minority Groups, Minority Role, Primary Sources, Racial Discrimination, Secondary Education, Social History, Sociocultural Patterns, *United States History
Identifiers-Connecticut (Norwalk), Connecticut (Westport)

Transcripts are presented of interviews with 20 individuals of various ethnic backgrounds who live in the Westport-Norwalk, Connecticut, area. The document is part of a project to investigate the ethnically varied cultural, heritage of the Westport-Norwalk area from 1900 to 1979. Persons interviewed are identified by ethnic group, including Italian, Irish, Scots-Irish, Jewish, West Indian, Puerto Rican, German, Costa Rican, Polish, Hungarian, and Black. Nineteen sample questions are listed to aid interviewers elicit the required information from persons interviewed. Questions include: Where do you come from? When did you come to Westport or Norwalk? Do you remember what it was like then? Where did you live? What kind of food did your mother cook? Where did you go to school? Do you speak the language your parents spoke? Did your mother sew the clothes for the family? What kind of work did you do? Were you a close family? Was there a difference between the way boys were treated and the way girls were treated? How do you think life has changed for you and your children? (DB)

ED 167 449 SO 011 523

Energy and Conservation Education: Activities for the Classroom, Grades 1-3.

Energy and Man's Environment, Inc., Portland, Oreg.

Pub Date-78
Note-366p.; For related documents, see SO 011 524-529
Available from-Energy and Man's Environment, 0224 S.W. Hamilton, No. 301, Portland, Oregon 97201 ($24.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Class Activities, Classroom Games, Concept Teaching, *Conservation Education, Depleted Resources, Educational Objectives, Elementary Education, *Energy, *Energy Conservation, *Environmental Education, Environmental Influences, Fuels, Futures (of Society), Grade 1, Grade 2, Grade 3, Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, Social Studies, Student Evaluation, Teacher Developed Materials, Teaching Guides

The instructional materials and classroom activities described in the document are intended to aid teachers in grades one through three develop and implement educational programs dealing with energy-related issues. The document is presented in four sections. Section I explains the organization of the document and summarizes how teachers should implement activities and assess student performance. Section II consists of a matrix of activities described in the document. Information is presented on grade level, time required, and subject matter. Section III describes learning activities in six areas: (1) sources of energy, (2) uses of energy, (3) conversion of energy from one form to another, (4) impact of energy use on the environment, (5) limits of the earth's resources, and (6) the future. For each activity, information is presented on title, concept, time, implementation, materials, and optional activities. Activities involve students in posing and answering questions, role playing, viewing and discussing films, comparing samples of energy sources, completing handouts, coloring, defining terms, playing educational games, and writing stories. The final chapter presents information on student assessment. Topics discussed include suggested test items, how to use suggested test items, and origin of test items. (DB)

ED 167 450 SO 011 524

Energy and Conservation Education: Activities for the Classroom, Grades 4-6. Implementation Handbook.

Energy and Man's Environment, Inc., Portland, Oreg.
Pub Date-78
Note-433p.; For related documents, see SO 011 523-529
Available from-Energy and Man's Environment, 0224 S.W. Hamilton, No. 301, Portland, Oregon 97201 ($24.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Class Activities, Classroom Games, Concept Teaching, *Conservation Education, Depleted Resources, Educational Objectives, Elementary Education, *Energy, *Energy Conservation, *Environmental Education, Environmental Influences, Fuels, Futures (of Society), Grade 4, Grade 5, Grade 6, Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, Social Studies, Student Evaluation, Teacher Developed Materials, Teaching Guides

The instructional materials and classroom activities described in the document are intended to aid teachers in grades four through six develop and implement educational programs dealing with energy-related issues. The document is presented in four sections. Section I explains the organization of the document and summarizes how teachers should implement activities and assess student performance. Section II consists of a matrix of activities described in the document. Information is presented on grade level, time required, and subject matter. Section III describes learning activities in six areas: (1) sources of energy, (2) uses of energy, (3) conversion of energy from one form to another, (4) impact of energy use on the environment, (5) limits of the earth's resources, and (6) the future. For each activity, information is presented on title, concept, time, implementation, materials, and optional activities. Activities involve students in working crossword puzzles, completing handouts, discussing energy issues in class, comparing energy sources, working on library research projects, designing and testing kits and windmills, defining energy terms, playing educational games involving energy conversion systems and pollution, and performing simple scientific experiments dealing with wind power, solar energy, and soil types. The final chapter presents information on student assessment. Topics discussed include suggested test items, how to use suggested test items, and origin of test items. (DB)

ED 167 451 SO 011 525

Energy and Conservation Education: Activities for the Classroom, Grades 7-9.

Energy and Man's Environment, Inc., Portland, Oreg.
Pub Date-78
Note-308p.; For related documents, see SO 011 523-529; Photographs throughout document may not reproduce clearly
Available from-Energy and Man's Environment, 0224 S.W. Hamilton, No. 301, Portland, Oregon 97201 ($24.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Class Activities, Classroom Games, Concept Teaching, *Conservation Education, Depleted Resources, Educational Objectives, *Energy, *Energy Conservation, *Environmental Education, Environmental Influences, Fuels, Futures (of Society), Grade 7, Grade 8, Grade 9, Instructional Materials, Interdisciplinary Approach, Junior High Schools, *Learning Activities, Natural Resources, Secondary Education, Social Studies, Student Evaluation, Teacher Developed Materials, Teaching Guides

The instructional materials and classroom activities described in the document are intended to aid teachers in grades seven through nine develop and implement educational programs dealing with energy-related issues. The document is presented in four sections. Section I explains the organization of the document and summarizes how teachers should implement activities and assess student performance. Section II consists of a matrix of activities described in the document. Information is presented on grade level, time required, and subject matter. Section III describes learning activities in six areas: (1) sources of energy, (2) uses of energy, (3) conversion of energy from one form to another, (4) impact of energy use on the environment, (5) limits of the earth's resources, and (6) the future. For each activity, information is presented on title, concept, time, implementation, materials, and optional activities. Activities involve students in performing and observing energy-related experiments such as starting fires with magnifying glasses, debating the merits of various fuels, compiling lists of energy sources used in industrial and commercial production, discussing energy issues with classmates and resource people, defining terms, and completing handouts. The final chapter presents information on student assessment. Suggested test items are presented along with suggestions on how to use them and an explanation of the origin of test items. (DB)

ED 167 452 SO 011 526

Energy and Conservation Education: Activities for the Classroom, Grades 10-12.

Energy and Man's Environment, Inc., Portland, Oreg.

Pub Date-78

Note-487p.; For related documents, see SO 011 523-529; Article on pages 46-54 by Business Week, January 20, 1975, entitled ``Utilities: Weak Point in the Energy Future'' has been removed by ERIC due to copyright law

Available from-Energy and Man's Environment, 0224 S.W. Hamilton, No. 301, Portland, Oregon 97201 ($24.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-Class Activities, Classroom Games, *Concept Teaching, *Conservation Education, Educational Objectives, *Energy, *Energy Conservation, *Environmental Education, Environmental Influences, Fuels, Futures (of Society), Grade 10, Grade 11, Grade 12, Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, Secondary Education, Social Studies, Student Evaluation, Teacher Developed Materials, Teaching Guides

The instructional materials and classroom activities described in the document are intended to aid teachers in grades 10 through 12 develop and implement educational programs dealing with energy-related issues. The document is presented in four sections. Section I explains the organization of the document and summarizes how teachers should implement activities and assess student performance. Section II consists of a matrix of activities described in the document. Information is presented on grade level, time required, and subject matter. Section III describes learning activities in six areas: (1) sources of energy, (2) uses of energy, (3) conversion of energy from one form to another, (4) impact of energy use on the environment, (5) limits of the earth's resources, and (6) the future. For each activity, information is presented on title, concept, time, implementation, materials, and optional activities. Activities involve students in library research, identifying energy sources used in food and clothing production, suggesting solutions to energy use problems, responding orally and in writing to articles on energy costs and energy use, analyzing energy impact statements, identifying sources of unwise energy use, and discussing energy-related topics with classmates and resource people. The final chapter presents information on student assessment. Suggested test items are presented along with suggestions on how to use them and an explanation of the origin of the test items. (DB)

ED 167 453 SO 011 527

Scherner, Sharon And Others

The Energy Education Bibliography. An Annotated Bibliography of Key Resources for Energy and Conservation Education.

Energy and Man's Environment, Inc., Portland, Oreg.
Pub Date-78
Note-32p.; For related documents, see SO 011 523-529
Available from-Energy and Man's Environment, 0224 S.W. Hamilton, No. 301, Portland, Oregon 97201 ($4.00, paper cover)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Class Activities, Classroom Materials, Conservation (Environment), *Conservation Education, Curriculum Development, Depleted Resources, Elementary Secondary Education, *Energy, *Energy Conservation, *Environmental Education, Environmental Influences, Fuels, Futures (of Society), Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Reference Materials, *Resources, Social Studies, Solar Radiation

The annotated bibliography lists approximately 180 energy and conservation education resources. The bibliography is intended to aid K-12 classroom teachers and curriculum developers identify key resources as they develop and implement energy education programs. Sample topics in the works listed deal with the story of natural gas, living with energy, hints for conserving energy in household heating, tips to protect the environment, principles of wind-powered systems, global food problems, solar energy, energy futures, and the history of coal usage. References include story books, teaching guides, energy education units, multimedia kits, catalogs, notebooks of classroom activities, bibliographies, posters, and photograph collections. Entries are arranged alphabetically by name of agency from which the material is available. Eighty-six agencies are listed, including universities, state departments of education, government agencies, private companies, educational agencies, information clearinghouses, publishers, and boards of education. For each entry, information is presented on name and mailing address of agency from which material is available, author, title, annotation, grade level, number of pages, and price. An index lists individual materials alphabetically by title and suggests the grade level or levels for which the material is appropriate. (DB)

ED 167 454 SO 011 528

Dalton, Ed And Others
The Energy and Conservation Education Glossary.
Energy and Man's Environment, Inc., Portland, Oreg.
Pub Date-78
Note-36p.; For related documents, see SO 011 523-529
Available from-Energy and Man's Environment, 0224 S.W. Hamilton, No. 301, Portland, Oregon 97201 ($4.00, paper cover)
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Conservation (Environment), *Conservation Education, Definitions, Elementary Secondary Education, *Energy, *Energy Conservation, *Environmental Education, Environmental Influences, Fuels, *Glossaries, Information Science, Reference Materials, Vocabulary Development, Word Lists

The glossary of approximately 700 energy-related terms provides a useful resource to K-12 classroom teachers and curriculum developers for teaching basic energy concepts and skills. In addition, developers of the glossary suggest that it can help teachers develop supplementary language and word games for students, such as crossword puzzles. The terms are arranged alphabetically and space is provided at the end of each alphabetic section so that additional words and definitions can be added. Although the major focus of the glossary is energy resources, it also includes brief definitions of common concepts, principles, and expressions related to conservation. The glossary concludes with a form requesting that readers propose new words or suggest changes in existing content. (DB)

ED 167 455 SO 011 529

Scherner, Sharon And Others

The Energy Films Index. An Educator's Guide to Current Energy Films.

Energy and Man's Environment, Inc., Portland, Oreg.

Pub Date-78

Note-42p.; For related documents, see SO 011 523-528 ; Best copy available

Available from-Energy and Man's Environment, 0224 S.W. Hamilton, No. 301, Portland, Oregon 97201 ($4.00, paper cover)

Pub Type- Reference Materials - Bibliographies (131) ()

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Audiovisual Aids, Catalogs, *Conservation Education, Depleted Resources, Elementary Secondary Education, *Energy, *Energy Conservation, *Environmental Education, Environmental Influences, Film Libraries, *Filmographies, Films, Fuels, Futures (of Society), Indexes (Locaters), Natural Resources, Quality of Life, Resource Guides

This guide cites and describes 241 films on energy. The categories are: general films on energy, conservation of energy, history of energy development, coal, electricity, food and energy, geothermal, natural gas, nuclear energy, oil/petroleum, oil shale, solar energy, tar sands, tidal energy, wind, impacts of energy, and future of energy. For each category, specific films are listed by number of appearance in the index. Some films are listed more than once. Each film citation in the index includes information on film title, grade level, code indicating film source and distributor, year of production, purchase price, rental price, running time, and availability in color or black and white. Also included are tips on how to use the index, a directory of film sources and distributors, a listing of major university and rental/loan film libraries, a form for recommending additional films, and a topical reference guide in which all films in the index are organized into 17 categories. (DB)

ED 167 456 SO 011 530

Norton, Arthur J., Ed.
Demographic, Social, and Economic Profile of States: Spring 1976. Current Population Reports, Series P-20, No. 334.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date-Jan 79
Note-150p.; Tables may not reproduce clearly due to small and light print type of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.00, paper cover)
Pub Type- Numerical/Quantitative Data (110) () - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Birth Rate, *Demography, Economic Disadvantagement, *Economic Status, Employment, Ethnic Groups, Family (Sociological Unit), Females, Income, Industry, Mobility, National Surveys, *Social Characteristics, Socioeconomic Status, Statistical Data, Tables (Data)
Identifiers-United States

This report presents statistics for the total United States, regions, divisions, and each of the 50 states and the District of Columbia based upon the 1976 Survey of Income and Education (SIE). The data provide a profile of the social and economic characteristics of the individual states. There are two sections of text: Demographic and Social Characteristics, and Economic Characteristics. The first section explains what the data reveal about population, demography, households, families, fertility, educational attainment, mobility, black population, and persons of Spanish origin. For example, the SIE data show that over the period 1970-76, the proportion of the U.S. population 18 years old and over with at least a high school education rose from 56% to 67%. Section two interprets economic data in categories of income, poverty, work disability, employment status, industry, occupations of women, and occupations of ethnic groups. For example, the number of persons below the poverty level in the United States decreased from 27.1 million in 1970 to 24 million in 1976. This reduction in poverty was not uniformly shared by all the states, however. Both sections are supported by extensive tables of data which comprise the bulk of the report. Appendices include a glossary of terms, sample SIE questionnaire forms, and a discussion of source and reliability of the data. (AV)

ED 167 457 SO 011 531

Moore, Maurice J., Ed. O'Connell, Martin, Ed.

Illustrative Projections of World Populations to the 21st Century. Current Population Reports, Special Studies Series P-23, No. 79.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-Jan 79

Note-127p.; Various Tables throughout document may not reproduce clearly due to small and light print type of original

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.00, paper copy)

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Birth Rate, Contraception, *Data Analysis, *Demography, Developed Nations, Developing Nations, Environmental Influences, Family Planning, *Futures (of Society), *Global Approach, Living Standards, *Population Distribution, Population Growth, *Population Trends, Prediction, Predictor Variables, Quality of Life, Statistical Analysis

The document presents high, medium, and low projections of the world's population for the year 2000. The objective of the study is to determine demands on natural resources and the environment which will be brought about by changes in the world's population. The document is presented in three major sections. Section I provides an overview of the study, identifies regions and countries examined, discusses medium level population projections, describes the projection method of basing information on a base year (1975), and provides definitions of terms used in the report. Sections II and III consist of tables and charts illustrating population statistics for various countries and regions of the world. Data are presented on population by age and sex, average annual growth rate, birth rates, fertility rates, life expectancy, and alternative estimates. The document concludes with an appendix which presents information on revised projections for the People's Republic of China, sources of base-year data, and fertility rates estimated from 1960-75 and projected for 1975-2000. (DB)

ED 167 458 SO 011 532

Broudy, Harry S.

The Whys and Hows of Aesthetic Education.

Pub Date-Jul 77
Note-23p.
Available from-CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 ($2.00)
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Aesthetic Education, Affective Objectives, Art Appreciation, Art Education, Creative Ability, *Creative Expression, Cultural Enrichment, *Educational Needs, Elementary Secondary Education, Humanistic Education, *Imagination, Music Education, *Student Needs, Visual Literacy

This paper presents a rationale for including aesthetic education in the traditional elementary and secondary curriculum. By teaching students to perceive images as artists do and to make images as artists do, aesthetic education fosters imaginative perception and sensitivity to a broad range of feelings. Four factors contribute to the need for aesthetic education: (1) A citizenry uneducated in the forms of feelings is vulnerable to exploitation and manipulation. (2) Because the modern world is vastly interdependent, it is vital to understand other cultures; one of the most direct routes to learning is through the arts, which display the deepest concerns of a culture and the way the world is perceived by a culture. (3) It is the right of every child to examine the fine arts; aesthetic education should not be elitist. (4) Most important, aesthetic education creates an area in which imagination can transcend social and technological barriers to thought, action, and feeling. At the elementary level, students should acquire a familiarity with a variety of performance and creative skills. At the secondary level, students can be introduced to aesthetic criticism or the skills [illegible] viewing works of art as the artist and critic perceive them. Teachers can integrate aesthetic education into the classroom through creative workshops, arts programs, or an exploration of themes or historical styles. (KC)

ED 167 459 SO 011 533

Glick, Paul C. Siegel, Jacob S.

The Future of the American Family Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-Jan 79

Note-26p.; Tables throughout document may not reproduce clearly due to small and light print type

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.30, paper copy)

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Age Groups, American Culture, *Census Figures, Data Analysis, Death, *Demography, *Family (Sociological Unit), Family Attitudes, Family Characteristics, Family Role, Family Status, Futures (of Society), Health, Health Needs, Health Programs, *Older Adults, Population Distribution, *Population Trends, Predictor Variables, Social Change, Socioeconomic Background, Socioeconomic Influences, Tables (Data), Trend Analysis

The document contains two reports on consequences of population trends for families and older adults in the United States. The reports were submitted as testimony before congressional committees on population and aging. The first report discusses projected changes in American family life in light of population growth, enrollment in schools and colleges, and labor force participation. Findings from analysis of population data indicate that changes in family life will be consistently smaller after 1970 than they were from 1950 to 1970. Major reasons for this slower rate of change include slackening in the birth rate, enrollment in schools and colleges, and labor force participation. The conclusion is that Americans will cope with pressures that affect nuclear family life by means of adjustments such as delays in marriage, decline in family size, and increasing diversity of living arrangements. The second report discusses projections of population, health, and mortality trends among persons 65 years old and older from 1976 to 2020. Prospective trends indicate that the proportion of elderly persons in the total population will rise more slowly than in the past, life expectancy at birth will remain around 73.5 years, moderate reductions in death rates for men and women will occur in the next several decades, and the health needs of the elderly will account for a larger share of the national budget. (DB)

ED 167 460 SO 011 537

Haley, Frances And Others

Ethnic Studies Handbook for School Librarians.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Grant-G007700926

Note-77p.

Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Publication Number 232, $5.00, paper cover)

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$4.07 Plus Postage.

Descriptors-Annotated Bibliographies, Bias, *Cultural Education, Elementary Secondary Education, Ethnic Groups, Ethnicity, *Ethnic Studies, Ethnocentrism, *Evaluation Methods, Learning Activities, Library Education, Library Materials, *Library Material Selection, Media Selection, Minority Groups, *Program Development, Readability, Reading Level, Reading Material Selection, Religious Cultural Groups, Resource Guides, Teacher Education

This handbook contains activities and resources designed to help school librarians identify, analyze, and select appropriate and useful ethnic studies materials. It is presented in four major sections. Section I examines ways of defining ethnic groups, presents sample census tables showing the social characteristics of residents by race for the state and for individual counties of Colorado, and describes a telephone-directory activity to help librarians identify ethnic groups at the community level. Section II discusses sources of ethnic studies materials, different kinds of materials that are available, and the characteristics of those materials. Also included are techniques for analyzing materials in terms of reading level and soundness of content, along with a brief list of reference aids for recognizing bias. Part III contains a list of ideas for programs and ideas related to ethnic studies which librarians can implement in their schools. These include research projects, displays, poetry readings, field trips, and talent shows. Part IV provides an annotated bibliography of 72 print and nonprint ethnic studies materials for elementary and secondary school libraries. Over 70 ethnic groups are represented by the materials identified in the bibliography. (AV)

ED 167 461 SO 011 538

The Future of International Education Hearings before the Subcommittee on International Operations of the Committee on International Relations. House of Representatives. Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on International Relations.

Pub Date-78

Note-459p.; Portions of this document may not reproduce clearly due to small and light print type of original

Available from-Special Assistant, House Committee on Foreign Affairs, Washington, D.C. 20515 (free upon request)

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Agency Role, Changing Attitudes, Cultural Awareness, Cultural Factors, Educational Finance, Educational Legislation, *Educational Needs, Educational Objectives, *Educational Practice, Federal Aid, *Foreign Policy, Futures (of Society), Governance, Government (Administrative Body), Higher Education, *International Education, International Relations, Political Issues, Student Financial Aid

The purpose of the five-day hearings was to provide a forum for examination by members of the House Committee on International Relations of public and private involvement in international education programs in the United States. The proceedings contain testimony and prepared statements by educators, foundation officials, federal government agency personnel, and labor leaders. Speakers discussed contributions of foreign language and area studies to understanding of global interdependence and promotion of international communication, benefits to developing nations of government-sponsored participant training, and increasing access to cultural and social data through educational exchange programs. Remarks were presented by individuals representing such agencies as the International Communication Agency (Hon. John E. Reinhardt), General Accounting Office (John Redell and Allan Hovey), Agency for International Development (Dr. Stephen C. Joseph and James Goodman), Youth for Understanding (John Richardson), National Science Foundation (F. James Rutherford), American Council on Education (Rose L. Hayden and Becky H. Owens), National Humanities Center (Dr. Charles Frankel), and Communication Workers of America (Glenn E. Watts). (DB)

ED 167 462 SO 011 539

Walberg, Herbert J.

A Theory of Educational Productivity.

Pub Date-Jan 78
Note-27p.; Paper presented at Annual Meeting of the Georgia Educational Research Association (January, 1978)
Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Educational Environment, Educational Needs, *Educational Objectives, Educational Planning, Educational Practice, *Educational Research, Educational Testing, Elementary Secondary Education, Grades (Scholastic), Higher Education, Performance Factors, Predictor Variables, School Role, Sociocultural Patterns, Success Factors, Test Results, *Theories

To increase educational productivity and efficiency, educational process goals as well as achievement goals must be considered. Educational process goals are interpreted to include student perceptions of the social environment, creativity, self-concept, participation in extra-curricular activities, and interest in subject matter. Ignoring these perceptions and experiences in favor of traditional goals measured by test scores will decrease motivation and ultimately lower educational achievement. Many Educational experiments and psychological theories of education fail to produce desired educational outcomes because they do not clearly identify, define, and measure educational variables. For example, the Higher Horizons Program in New York attempted to upgrade the educational experience of children from deprived backgrounds by reducing class size to five or six students and adding numerous enrichment factors. Because program directors did not consider factors such as the interaction between family and instructional environments, performance scores on tests were not higher. Considerable research is needed to relate educational policy and practice to productivity of schools. Methodology should consider students' ability and motivation, the quality and quantity of instruction, class social environment, and home environment. (DB)

ED 167 463 SO 011 540

Social Studies Curriculum Guide: Grade 1-Families & Schools.
Paramus Public Schools, N.J. Educational Development Center.
Pub Date-79
Note-68p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Concept Teaching, *Course Content, Curriculum Guides, *Educational Objectives, Elementary Education, Family (Sociological Unit), *Family Life, Family Role, Fundamental Concepts, Grade 1, *Group Experience, Learning Activities, *School Role, *Social Studies

An outline of basic concepts, performance objectives, and learning activities is presented for a first grade course on the family and the school. The course is intended to span a 28-week period. It is based on four major generalizations: (1) physical needs give impetus to the development of the cultural climate, (2) law has been established for the common good and is derived from man's need for both freedom and control, (3) man's need for sociality is a factor in implementing change, and (4) the need for self-realization by man is a contributing factor toward changing society. The first part of the guide outlines specific concepts and performance objectives for each of the four generalizations. For example, the first concept under the first generalization is that people everywhere live together in family groups. Objectives include statements from each student about family life and how their family fulfills at least one of their needs. The second part of the guide enumerates specific learning activities for each performance objective identified in part one. The activities include class discussion, picture interpretation, slide shows, films, artwork, and group reading. Some resources are identified. (AV)

ED 167 464 SO 011 541

School Enrollment Social and Economic Characteristics of Students: October 1977. Current Population Reports, Series P-20, No. 333.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-Feb 79

Note-84p.; Tables 1-25 and Appendix A may not reproduce clearly due to small and light print type of original document; For a related document, see ED 153 889

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.50)

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Collected Works - Serials (022)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Age Groups, Black Students, Demography, Dropouts, *Enrollment Trends, Family Characteristics, Income, National Demography, National Surveys, *Population Trends, Socioeconomic Influences, *Student Characteristics, Tables (Data), *Trend Analysis

This report presents data on recent changes in school and college enrollment based on the October 1977 Current Population Survey. Demographic and socioeconomic characteristics considered for students include age, race, sex, marital status, household relationship, and family income level. The bulk of the report consists of tables of data illustrating these characteristics. An introductory section summarizes trends indicated by the data. Highlights of the survey indicate that (1) the percent of persons who are not enrolled in school and are not high school graduates declined for students from 20 to 21 years old from 1967 to 1977, (2) the proportion of black youth enrolled two or more years below the modal grade for their age has been significantly reduced since 1967, (3) students 22 years old and over have accounted for most of the growth in two-year colleges in the 1970s, and (4) the number of 25 to 34-year-old students in graduate school almost doubled from 1970 to 1977. (Author/DB)

ED 167 465 SO 011 542

Bielinski, Stefan, Comp.
Research and Publications in New York State History, 1977.
New York State Museum, Albany.
Pub Date-78
Note-175p.; For a related document, see ED 150 080; Various pages may not reproduce clearly due to small and light print type of original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Archaeology, Architecture, Biographies, Colonial History (United States), Economic Change, Educational History, Elementary Secondary Education, Ethnic Groups, Family Life, Fine Arts, Higher Education, Intellectual History, Life Style, Local History, Maps, Medicine, Politics, Recreation, Religion, Revolutionary War (United States), Social History, State Government, *State History, State Legislation, Transportation, *United States History, Urban Studies, Womens Studies

This 1977 edition contains references to all New York state history-related works which were either published, completed, or in process during 1977. Works which presented new knowledge on any aspect of the history of New York state are included. Entries cover books, pamphlets, graduate theses, and journal and magazine articles. Reprints and revised editions of out-of-print books are included, but newspaper and newsletter features are not. All entries are categorized under 17 topics: American Revolution; archaeology; art and the arts; calendars and maps; economics; education; family history and genealogy; government, politics, and the law; local history; medicine; military history and welfare; racial, ethnic, and women's history; religion and church history; social and intellectual history; transportation; and urban studies. Each entry provides information on the title, author, publisher and address, page length, notice of illustrations and charts, and appendices or bibliographies if included. Some entries are annotated. Three sections in each category list documents published in 1977, additions to Research in Publications-1976, and those in progress in 1977. Concluding sections are an appendix of periodical literature on New York State history and an index which is the principal finding aid for the bibliography. (KC)

ED 167 466 SO 011 544

Hayes, Denis
Pollution: The Neglected Dimensions. Worldwatch Paper 27.
Worldwatch Inst., Washington, D.C.
Pub Date-Mar 79
Note-31p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.00)
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Air Pollution Control, Conservation (Environment), Data Analysis, *Developed Nations, *Ecology, Energy, *Environmental Influences, *Futures (of Society), Government Role, Industrialization, Natural Resources, Policy Formation, *Pollution, Public Health, Public Policy, Safety, Social Problems, Standards, Wastes, Water Pollution Control, *World Problems

Although progress has been made in combatting the most visible and easily controlled forms of pollution (exhaust, industrial waste, sewage, etc.), other pollutants have been largely ignored. Pollutants which are uncontrolled and which are increasingly recognized as dangerous include carbon dioxide, toxic substances such as dioxin, mirex, lindane, mercuric oxide, lead and mercury, and nuclear wastes. Reasons for lack of success in removing these and other pollutants include the following: (1) pollution control efforts have gone into solving those problems which appeared most solvable, (2) more public expenditures have been aimed at correcting problems which have technical solutions, and (3) some important pollutants cannot be controlled by any known technologies. Analysis of data regarding pollutants indicates that uncontrolled pollution exacts real costs on health and property and that cost-effective investment in abatement equipment can yield measurable net benefits. The conclusion is that controlling pollutants will require fundamental changes in life-styles and common business practices. (Author/DB)

ED 167 467 SO 011 545

Political Education Competencies K-12.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Note-9p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavioral Objectives, Citizenship Responsibility, Civil Rights, *Cognitive Objectives, *Concept Formation, Conflict Resolution, Court Role, Decision Making, Economic Factors, Elementary Secondary Education, Government Role, Laws, Political Power, *Political Science, Political Socialization, *Skills, *Social Studies, Voting

Cognitive and behavioral objectives of a K-12 political education program are outlined. Four major categories of competencies are presented: (1) understanding the essential roles of government in any society; (2) knowledge of the structure and functioning of the American government at the national, state, and local levels; (3) understanding the political process and civic participation; and (4) commitment to human rights. Within each category, competencies are suggested for primary level, intermediate level, and secondary level. Examples of primary level competencies are that students will be able to list rules observed in their families, schools, and peer groups; recognize that all governments maintain peace and order and provide services; and demonstrate willingness to cooperate and share responsibility when working in a group. Examples of intermediate level competencies are that students will be able to demonstrate the ability to locate a variety of sources of information relating to a given political issue, list qualifications for American citizenship and the ways by which aliens may become citizens, and list some positive ways in which government affects students' lives. Examples of secondary level competencies include that students will be able to identify local governmental agencies and officials and explain their functions, and analyze the conflict between national sovereignty and universal human rights. (DB)

ED 167 468 SO 011 546

Leclerc, Daniel C.

Architecture as a Primary Source for Social Studies. How To Do It Series, Series 2, Number 5.

National Council for the Social Studies, Washington, D.C.
Pub Date-78
Note-9p.; For a related document, see ED 153 941 and SO 011 547
Available from-National Council for the Social Studies, 2030 M Street, N.W., Suite 400, Washington, D.C. 20036 ($1.00 per copy, quantity discounts available)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Architectural Character, *Building Design, Elementary Secondary Education, *History Instruction, Non Western Civilization, *Observational Learning, Personal Values, *Primary Sources, Skill Development, Social Studies, Social Values, Western Civilization

Designed for elementary and secondary use in the social studies, this guide provides activities for learning the basic elements and the history of architecture. Through this study, students develop critical observation skills and investigate buildings as manifestations of religious, social, and personal values. The historical overview traces the progress of architecture from ancient times through the Renaissance, examines Western and non Western contributions, and concludes with a study of architecture in the United States. Class activities help students understand elements such as form and shape, texture, functions, structure, and context, and environment. For example, when studying structure students construct various models of structural support and investigate their strengths and weaknesses. Ten general learning activities for social studies students include presenting the history and structure of a community building, collecting photographs of modern structures which resemble tepee and pueblo styles, researching the style of Frank Lloyd Wright, and designing a living space for a family of four within 625 square feet. A list of resources and a guide for architecturally "reading" a building are included. (KC)

ED 167 469 SO 011 547

Pratt, Fran Castendyk, Chris

Perspectives on Aging. How To Do It Series, Series 2, Number 6.

National Council for the Social Studies, Washington, D.C.
Pub Date-78
Note-7p.; For a related document, see ED 153 941 and SO 011 546
Available from-National Council for the Social Studies, 2030 M Street, N.W., Suite 400 Washington, D.C. 20036 ($1.00 per copy, quantity discounts available)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Age, Change Agents, *Change Strategies, Changing Attitudes, Community Resources, Curriculum Development, Educational Responsibility, Elementary Secondary Education, Empathy, Interdisciplinary Approach, *Negative Attitudes, *Older Adults, Role Playing, Senior Citizens, Simulation, Social Change, Social Influences, *Social Studies, Social Values, *Student Attitudes, Teaching Methods

This paper is concerned with the educational responsibility of changing present negative attitudes toward the aging process and toward aged persons. In spite of the dramatic increase in the number of older people, contemporary influences foster a belief that aging is a process of decline rather than of fulfillment. These influences include the social isolation of the young from the old and the media, which either ignore the presence of older persons or treat them as caricatures. The task of education is to challenge current myths toward aging and to replace them with truth. In order to be effective, information should be transmitted through values exploration, case studies, simulations, role playing, and direct contact. The topic of aging should be part of a study of the whole life span and should be integrated into the curriculum at both elementary and secondary levels. The subject may be interdisciplinary in nature and should aid students to (1) become aware of the longevity revolution'' and how it is changing the age mix of society, (2) empathize with problems faced by older persons, (3) understand that young'' and old'' are relative terms, (4) understand that people can live full and active lives at all ages, and (5) understand that the status of age groups varies from one society to another. A list of activities, audiovisual resources, general references, and relevant organizations is included. (KC)

ED 167 470 SO 011 549

Non-Formal Alternatives to Schooling: A Glossary of Educational Methods.
Massachusetts Univ., Amherst. Center for International Education.
Pub Date-72
Note-95p.; For related documents, see SO 011 550-551
Available from-Publications Assistant, Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($2.00)
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Information Analysis (070) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, Community Resources, Developed Nations, Developing Nations, *Educational Alternatives, *Educational Objectives, *Educational Practice, Elementary Secondary Education, Higher Education, *Individual Needs, *Nonformal Education, Peer Teaching, Relevance (Education), Teaching Methods, Values, Work Study Programs

This document describes activities in the field of nonformal education as an aid to educators as they develop programs to meet individual student needs. Advantages of nonformal education include that it is need-oriented, less expensive than formal systems, flexible, involves peer teaching, and does not encourage elitist feelings among students. Activities are listed in five chapters. Chapter I focuses on individualized strategies—such as programmed instruction, correspondence learning, mini courses, and recurring education. Chapter II lists activities involving education and work. Programs of this type are sponsored by national training organizations, the military, national and civic service groups, and private organizations. Chapter III concentrates on community-based learning activities such as street academies, cooperative schools, family-centered alternatives, and open universities. Chapter IV reviews technology-centered alternatives including media, mobile resource centers, community technology centers, and computers. The final chapter suggests activities which are oriented toward changing attitudes of participants. Examples are leadership training programs, guerilla and ethnic theater, and programs on life and survival skills. For each category, information is presented on activities, objectives, advantages of certain activities in teaching certain skills or working toward specific objectives, relevant literature, and organizations to contact for further information. (DB)

ED 167 471 SO 011 550

Kinsey, David C.

Evaluation in Nonformal Education: The Need for Practitioner Evaluation.

Massachusetts Univ., Amherst. Center for International Education.
Pub Date-78
Note-34p.; For related documents, see SO 011 549-551
Available from-Publications Assistant, Center for International
  Education, Hills House South, University of Massachusetts, Amherst,
  Massachusetts 01003 ($2.00)
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Accountability, Adult Education, Educational Alternatives, *Educational Needs, Educational Planning, Educational Practice, *Educational Problems, Elementary Secondary Education, *Evaluation, Evaluation Criteria, Formative Evaluation, Higher Education, Individual Needs, *Nonformal Education, Participant Satisfaction, Relevance (Education)

The document explains how practitioners of nonformal education can improve educational programs by employing various evaluation techniques. The document is presented in seven chapters. Chapters I and II review problems of evaluating nonformal education programs. Major problems are that evaluation is often performed by outside evaluators, overemphasizes long-term results, and is not flexible enough to consider the loosely stated objectives and content of most nonformal education programs. Chapter III focuses on methodologies which have been used to evaluate nonformal education programs. Chapter IV identifies criteria to help practitioners adapt evaluation methods to nonformal educational settings. Evaluation methods should be employed which involve limited skill, low time and cost demands, minimal program disruption, high prospect of utility, and flexibility. Chapter V points out how to adapt evaluation methods in program design, instrumentation, teaching techniques, application, and use of results. Chapter VI identifies other considerations for improving practitioner evaluation, such as creating an environment conducive to evaluation and providing evaluation training for practitioners. The final chapter offers conclusions. It is suggested that policy makers, academicians, and educational funding agencies support and develop evaluation methods which provide immediate feedback. Also, practitioners should concentrate on evaluation methods which can be used on a repeated basis without external direction. (DB)

ED 167 472 SO 011 551

Etling, Arlen

Collaboration for Materials Development. A Workshop in Materials Development for Nonformal Education in Indonesia. Training Notes Series, No. 2.

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-77

Note-49p.; For related documents, see SO 011 549-550

Available from-Publications Assistant, Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($2.00)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, Case Studies, Change Agents, Comparative Education, Cooperation, Decision Making, *Developing Nations, Educational Games, Educational Objectives, *Foreign Countries, Learning Activities, *Material Development, *Nonformal Education, Problem Solving, *Resource Staff Role, Rural Areas, Rural Development, Rural Education, Skill Development, *Teaching Methods, Values, Workshops

Identifiers-Indonesia

The booklet presents goals and activities to help practitioners of nonformal education design workshops for developing nations. Major objectives are to help nonformal educational practitioners become more sensitive to the needs of learners and to develop techniques for dealing cooperatively with people in other cultures. The document is presented in ten chapters. Chapter I stresses that collaboration between staff and students is the most effective means of teaching in a nonformal situation. Chapter II identifies key dimensions of nonformal education: it is learner-centered, flexible, loosly structured, informal, immediately useful to the learner, and relies on local resources. Chapter III describes how a nonformal workshop in Sulawesi, Indonesia was organized through cooperation between American and Indonesian staff members. Chapters IV through VII describe the materials development process, simulation game components, and criteria for selecting and developing simulation games. Chapter VIII describes kinds of facilitator intervention including prescriptive, confrontation, acceptant, and catalytic. Chapter IX traces evolution of a nonformal workshop in Bahasa, Indonesia, in which Indonesian and American staff members cooperated in materials development, objectives, and presentation. Chapter X offers a checklist for collaborators and provides summary comments on facilitator objectives and behavior. The document concludes with an appendix containing educational games. (DB)

ED 167 473 SO 011 552

Reese, Patricia

You and the Law (A Unit of Study). Fifth Grade Social Science.

West Chester School District, Pa.

Pub Date-Sep 78
Note-108p.; Caricatures marginally legible and will not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Childhood Attitudes, Citizenship Responsibility, Conflict Resolution, Court Cases, Court Role, Delinquency, Educational Games, *Educational Objectives, Elementary Education, Grade 5, Interaction, Laws, *Learning Activities, *Legal Education, Legal Problems, Legislation, Problem Solving, Role Playing, Social Studies, *Social Studies Units, *Teaching Methods

The guide presents 26 lessons for use by fifth grade classroom teachers as they develop and implement legal education programs. Objectives of the program are to foster understanding of and respect for law, help children understand why rules are necessary, and increase knowledge about the American legal system. It is suggested that the lessons be spread throughout the school year. Topics of the lessons include playing fair, the need for rules, conflict, shoplifting, graffiti, development of laws in the United States, law in primitive society, the effect of laws on everyday life, different kinds of law, trial by jury, and juvenile delinquency. For each lesson, information is presented on objectives, strategies, activities, background information, and discussion questions. Students are involved in a variety of activities, including role playing, class discussion, dramatizing situations, analyzing films, writing brief stories, drawing pictures, learning vocabulary, researching topics in groups and individually, and interviewing people in the community to find out about rules and regulations governing various occupations. (DB)

ED 167 474 SO 011 554

Campbell, Leon G. And Others
Latin America: A Filmic Approach. Latin American Studies Program, Film Series No. 1.
California Univ., Riverside. Latin American Studies Program
Pub Date-Oct 75
Note-37p.; For a related document, see SO 011 555
Available from-Latin American Studies Program, University of California, Riverside, California 92521 ($2.00, paperbound)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022) - Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Communication, Course Evaluation, Culture Conflict, Depressed Areas (Geographic), Developing Nations, Documentaries, Economic Disadvantagement, Film Criticism, *Film Study, Higher Education, *History Instruction, *Interdisciplinary Approach, Interpretive Skills, *Latin American Culture, Popular Culture, Rural Areas, Student Reaction, *Thematic Approach, Urban Slums, Visual Literacy

This document describes a university course designed to provide an historical understanding of Latin America through feature films. The booklet contains an introductory essay on the teaching of a film course on Latin America, a general discussion of strengths and weaknesses of student analyses of films, and nine analyses written by students during the course. The course structure included introductory sessions focusing on characteristic elements of film interpretation. After viewing one film each week, students wrote six-page analytic essays and met for discussions with experts in the field. Some films used in the course were The Hour of the Furnace'' (1968), an Argentine documentary; Bunuel's Los Olvidados'' (The Young and the Damned,'' 1951) depicting life in a Mexico City slum; and Dos Santos' Vidas Secas'' (Barren Lives,'' 1963), illustrating rural poverty. Films from Peru and Brazil were also included. Weaknesses in student film analyses included simplistic interpretations, summary rather than analysis, and under- or over-emphasis on cinematic techniques. The authors suggest methods for course improvement and conclude that students who took the course not only learned about Latin America but also increased their film literacy skills. (KC)

ED 167 475 SO 011 555

Film as Revolutionary Weapon: A Pedagogical Analysis. Latin American Studies Program, Film Series No. 3.

California Univ., Riverside. Latin American Studies Program.
Pub Date-Aug 77
Note-19p.; For a related document, see SO 011 554
Available from-Latin American Studies Program, University of California, Riverside, California 92521 ($2.00, paperbound)
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022) - Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Communication, Course Evaluation, Critical Thinking, Culture Conflict, Depressed Areas (Geographic), Developing Nations, Documentaries, Economic Disadvantagement, Film Criticism, *Film Study, Higher Education, *History Instruction, *Interdisciplinary Approach, Interpretive Skills, *Latin American Culture, Popular Culture, *Revolution, Rural Areas, Social Change, Student Reaction, *Thematic Approach, Urban Slums, Visual Learning

This paper describes a university course designed to examine the use of film as a revolutionary medium in Latin American countries. Objectives of the course were to illustrate the complexity of studying a film genre, develop an analytical framework for comparing revolutionary films, and encourage students to reach their own conclusions about the nature and effectiveness of revolutionary film. Initial class sessions focused on the basic tools of film analysis, on the social, economic, and militaristic characteristics of Latin American countries, and on revolutionary film in general. After these introductory sessions, students screened one film a week, wrote film analyses, and attended discussions. Short lectures preceded the screenings and outside readings were assigned. The final examination required students to develop an individual definition of revolutionary film, evaluate the six films seen in the course on the basis of their definition, and evaluate the use of film as a source for teaching. Student reaction to the course was positive; most felt that film facilitated the teaching of history and placed more responsibility on the students in their role as critics. The six documentary and feature films shown in the course were Hour of the Furnaces'' (Argentina, 1968), Mexico: The Frozen Revolution'' (Mexico, 1970), Memories of Underdevelopment'' (Cuba, 1968), The Principal Enemy'' (Peru, 1974), The Promised Land'' (Chile, 1973), and The Guns'' (Brazil, 1963). (KC)

Njiiri, Ruth, Ed. Roehrig, Matthew, Ed.
West Africa: An American Heritage.
Massachusetts Univ., Amherst. Center for International Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 75
Note-83p.
Available from-Publications Assistant, Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*African Culture, *African History, African Languages, African Literature, Art, Black Culture, Centers of Interest, Colonialism, Comparative Education, *Creative Activities, Dance, Developing Nations, Dramatics, Elementary Secondary Education, Folk Culture, Learning Laboratories, Music Activities, Non Western Civilization, Social Structure, Social Studies Units, Tribes, *Units of Study
Identifiers-Ghana

This guide contains unit plans and learning activities designed to broaden elementary and secondary students' perceptions of Ghana. Art and crafts activities, unit outlines, and resource materials are arranged in separate sections. Information on the art forms, music, dance, and folktales is followed by suggestions for creative activities. Ghanian symbols are provided for students to duplicate the Adinkra process of printing on cloth; tie-dyeing and beadmaking activities are also included. Students learn dances, songs, and drum beats, and enact a folktale with shadow puppets. The section containing unit outlines provides two units at the secondary level: The Individual African in a Changing Society, which examines a typical day in urban Ghana, and Colonialism and Nation Building, which traces Ghanian history through the independence movement. Two elementary level units are The African Community and Children in Another Country. These units feature group activities which center around activity stations. Students investigate language, art, daily living, geography, clothing, African animals, music, and careers. At the completion of activities, a traditional festival to celebrate the coming of spring is held. The resource section contains a collection of reading materials for use in the previous sections. Case studies, interviews, and news articles are included. Accompanying recordings and slides are available through the Center for International Education, University of Massachusetts, Amherst, Massachusetts. (KC)

ED 167 477 SO 011 557

Drucker, Eugene H.

An Investigation of the Factors Affecting Moral Judgment of Marital Status and Family Size. Final Report.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-Aug 75
Contract-NIH-71-2410
Note-128p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Attitudes, Behavior, *Family (Sociological Unit), Family Attitudes, Family Income, *Marital Status, Moral Values, Research Methodology, Social Attitudes, Social Factors, *Social Science Research

This report describes a study of how certain factors influence peoples' attitudes about other peoples' marital status and family size. For the study, stories were prepared describing single or married persons and families with different numbers of children. The stories contained information believed likely to affect the readers' attitudes or moral judgments about characters in the stories. Over 1,000 participants were asked to read the stories and judge the degree to which the person or family deserved praise or blame. Respondents also described their perceptions of the persons or families on an interpersonal perception scale. Results indicated that families with two children received the most praise. Moral judgments of family size were affected by the family's reported income, but not by the wife's work status. High income families with one or two children were praised for having another child, but low income families were blamed. Families with no children were seen as patient and intelligent, but lacking in warmth and happiness. Judgments of marital status were affected primarily by marital intent and parental pressure. Both married and single persons in the stories were praised by respondents for acting in accordance with their intentions. Married and single women who conformed to parental pressure were blamed, while those who did not conform were praised. (Author/AV)

ED 167 478 SO 011 568

Evans, David Hoxeng, James

The Ecuador Project. Technical Note No. 1.

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-72

Note-28p.; For related documents, see SO 011 569-576

Available from-Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01002 ($1.00)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Basic Education, Curriculum Development, Developing Nations, Educational Improvement, Educational Innovation, Educational Needs, Educational Objectives, Educational Philosophy, Educational Programs, Elementary Secondary Education, Foreign Countries, Information Dissemination, Instructional Materials, *Nonformal Education, *Relevance (Education), *Rural Education

Identifiers-Ecuador Project

This report describes the basic goals, philosophy, and methodology of a rural non-formal education project designed to develop and disseminate educational materials in Ecuador. The majority of the population lives in rural settings where facilities are severely limited and the few learning resources seldom relate to the experience of rural children. The project devised materials based on certain goals: (1) an emphasis on education useful to the lives of rural people; (2) the use of nonprofessional manpower; (3) the use of attractive and self-instructional materials; (4) the use of a wide variety of distribution systems such as the Catholic Church, the Ministry of Education, and a national community development agency; and (5) the creation and development of materials by Ecuadorians. Criteria for the materials were that they be inexpensive and easily reproduced from locally available materials, spark interest and participation, have immediate relevance to the user's situation, be self-explanatory, and conceived of as part of a self-generating curriculum. Types of materials are simulation games, fluency games dealing with numeracy and literacy skills through dice and card playing, and expressive techniques which contain a variety of devices to encourage self-expression through story telling. (Author/KC)

ED 167 479 SO 011 569

Smith, William A.

Concientizacao and Simulation/Games. Technical Note No. 2.

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-72

Note-31p.; For related documents, see SO 011 568-576

Available from-Center for International Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 ($1.00)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, Assertiveness, Change Agents, *Change Strategies, Changing Attitudes, Conflict Resolution, Daily Living Skills, *Developing Nations, Discovery Learning, *Economically Disadvantaged, Educational Responsibility, Elementary Secondary Education, Futures (of Society), Game Theory, Interpersonal Competence, Material Development, Nonformal Education, Power Structure, Revolution, *Role Perception, *Simulation, Social Action, Social Change, Student Centered Curriculum, Teacher Role

Identifiers-Ecuador Project, Friere (Paulo)

This paper examines the relationship between Paulo Friere's philosophy and methodology in "Pedagogy of the Opressed" and the use of simulation games for consciousness raising. Friere suggests that the supposed insurmountable barriers facing oppressed peoples are as much a product of their perceptions as they are of the oppressor. The role of the educator according to Friere is to change these perceptions through a liberating form of education in which (1) the relationship between learner and educator is based on mutual respect and openness, (2) the content of education comes from the learner's experience and grows outward, and (3) the methods of education pose open-ended problems related to the basic contradictions of life. In this paper, Smith suggests that simulation games provide the experience to achieve these three tenets since most simulation games are replications of real life experiences. They combine information transfer, analysis, and synthesis of information in which the learner evaluates his own and others' actions, increases verbal and interpersonal skills, and grasps implications of facts and events as they are related to one another. A description of the development of a simulation game, Hacienda, presently in use in Ecuador, follows Friere's methodology of devising problem-solving models through investigation of a target area in which a team identifies contradictions within the community and then pictorially represents them to elicit response from villagers. (KC)

ED 167 480 SO 011 570

Hoxeng, James
Hacienda. Technical Note No. 3.
Massachusetts Univ., Amherst. Center for International Education.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-72
Note-28p.; For related documents, see SO 011 568-576
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affective Objectives, Assertiveness, Change Agents, Change Strategies, Changing Attitudes, Conflict Resolution, Daily Living Skills, *Developing Nations, Discovery Learning, *Economically Disadvantaged, Futures (of Society), Game Theory, Interpersonal Competence, Learning Activities, Nonformal Education, *Power Structure, *Role Perception, *Rural Areas, Rural Education, *Simulation, Social Change, *Socioeconomic Influences
Identifiers-Ecuador Project

This paper describes a simulation game, Hacienda,'' designed to replicate the economic and social realities of the peasants' situation in rural Ecuador. The game involves three to 15 players (and often more), one of whom, by a roll of the dice, takes the role of hacendado,'' or hacienda owner, who gains title to all the properties of the hacienda and receives 20 times as much money as the remaining peasant'' players. The object is for the peasants to improve their lot by making use of opportunities offered them by society. A banker, lawyer, and political boss are additional roles. Squares depicting Ecuadorian crops and institutions such as the church, bar, jail, store, savings and credit co-ops, center for adult education, market, agrarian reform office, and bank comprise the game board. Chance'' cards depict unanticipated situations, such as crop losses or gifts. A secondary goal of the game is to remove the hacendado'' from power through purchasing land, which proves to be as difficult in the game as it is in life. Styles of play include (1) the reflection of reality approach in which players rent agricultural properties and give half their gross income to the bank, (2) the modernization-oriented approach in which players work together to purchase land in order to challenge the hacendado, and (3) a role playing approach. A complete description of the components of the game and an illustration of the board are provided. (KC)

ED 167 481 SO 011 571

Gunter, Jock

Market Rummy. Technical Note No. 4.

Massachusetts Univ., Amherst. Center for International Education.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-72
Note-20p.; For related documents, see SO 011 568-576
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Arithmetic, Basic Skills, Consumer Economics, Consumer Education, *Daily Living Skills, *Developing Nations, Discovery Learning, *Educational Games, Elementary Secondary Education, Interpersonal Competence, Learning Activities, Mathematics, Money Management, Nonformal Education, *Purchasing, *Rural Areas, *Skill Development
Identifiers-Ecuador Project

A card game, "Mercado,'' or Market Rummy, designed to teach basic market skills to rural Ecuadorians is described. Two to five people can play the game, which is presently used in night community meetings and in the educational program in coastal cooperatives. The game consists of two decks of cards: one represents money, the other represents typical market commodities with the unit price included. Through drawing and discarding, players match money and commodity cards. For example, two cords of wood at five "sucres'' a cord equals a ten "Sucre'' note. Play continues until one player has matched all the cards in his hand. Players gain skills as they add costs of products and match them against money cards. For the purposes of rural education in Ecuador, the author encourages using the cards as raw materials and allowing group leaders to create a process and devise a set of rules to meet specific needs. The game may take several variations by considering the effects of bartering, supply and demand, quality of food, and basic nutritional needs. A complete description of the components of Market Rummy and four simple and five complex versions of the game are included. (KC)

ED 167 482 SO 011 572

Gunter, Jock

Ashton-Warner Literacy Method. Technical Note No. 5.

Massachusetts Univ., Amherst. Center for International Education.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-72
Note-19p.; For related documents, see SO 011 568-576
Available from-Center for International Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 ($1.00)
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Basic Education, Basic Skills, Beginning Reading, Daily Living Skills, *Developing Nations, Elementary Secondary Education, Interpersonal Competence, *Language Experience Approach, Learning Activities, *Literacy, Literacy Classes, Nonformal Education, Reading Development, Reading Instruction, *Reading Skills, *Rural Areas, Rural Education, Skill Development, Student Centered Curriculum, *Writing Skills
Identifiers-Ecuador Project

This document describes a literacy project in rural Ecuador using a modified version of Sylvia Ashton Warner's language experience approach. This method allows learners to approach written culture on their own terms by learning words important to their life, then transferring these works to sentences and stories. The approach reduces the rural learner's feelings of anxiety and inferiority when confronted with the literate dominant culture of the larger towns and cities. Circumstances in Ecuador required the modification of Ashton-Warner's approach because: (1) the project had to train group leaders to see themselves as friends and peers of learners since Ecuadorian teachers generally regard themselves as superior to students; (2) mixed-age groups require different approaches; (3) Ecuadorian groups meet less frequently and are not formally structured; and (4) learners do not attend regularly. Learners are split up into small groups, one of which works on the Ashton-Warner approach. They separate for notebook writing, then the entire group meets to read an account from the blackboard. Problems include difficulty in conducting discussion sessions and in maintaining interest after a series of words has been learned. Another problem is a lack of reading material that makes sense to the learner. A suggestion is to create a regional network for exchanging writing produced by different villages. Although results of the approach differ from village to village, the feasibility of the method and the willingness of the learners have been established. (KC)

ED 167 483 SO 011 581

Kasschau, Richard A.

Experiential Learning In Introductory Psychology: Student's Perspective.

Pub Date-Aug 78
Note-9p.; Paper presented at Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Course Content, Course Objectives, Course Organization, Educational Objectives, *Experiential Learning, Field Interviews, Field Studies, Higher Education, *Independent Study, Program Evaluation, Projects, *Psychology, School Community Programs, Service Occupations, Student Attitudes, *Teaching Methods, *Voluntary Agencies, *Volunteer Training

Six independent study projects are offered to students in an introductory psychology course at the University of Houston. The projects include a term paper, book critique, independent research project, audio and/or visual demonstration, research assistance to a faculty member, and a community service option. The most popular of these projects is the community service option which is selected by 31% of the students. The project consists of working as a volunteer for 30 to 40 hours in a pre-authorized community service agency. Data are collected by students and faculty members about agencies in the Houston area such as churches, schools, hospitals, rehabilitation clinics, and halfway houses. Fact sheets are compiled for each agency including address, telephone, contact person within the agency and at the University of Houston, status of the volunteer program, volunteer activities, and nature of the population which the agency serves. Student activities within the agency are supervised and evaluated by an agency representative. At the end of the course, students are asked to evaluate agency activities and goal achievement. Evaluations of the volunteer program indicate that it increases student understanding of the job market, links abstractions of the classroom with the reality of activity in a community agency, and offers significant volunteer services to agencies which are often in need of qualified volunteers. (DB)

ED 167 484 SP 011 454

Denton, Jon J. Seymour, Jo Ann G.

Acquisition of Higher Order Intellectual Skills Through a Mastery Learning Paradigm.

Spons Agency-Texas A and M Univ., College Station. Coll. of Education.
Pub Date-77
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Cognitive Development, Course Organization, Educational Strategies, *Interval Pacing, *Mastery Learning, Teacher Education, *Time Factors (Learning)

This investigation was structured to determine if the acquisition of higher order intellectual processes is tenable for teaching candidates when the independent variables are unit pacing and different remediation strategies for mastery learning. Teaching candidates enrolled in a generic teaching methods course constituted the sample. Nearly half of the participants were concurrently enrolled in student teaching which began six weeks into the semester as a full day-full time experience. The remaining subjects were enrolled in one of two conventionally scheduled courses that met for the entire semester for three one-hour sessions per week. The beginning and conclusion of this study was signaled by the administration of a higher order cognitive achievement test. Treatment variation with respect to remediation strategies for mastery learning occurred after the formative test was administered for each unit. The significant finding in this investigation suggests that compressing the curriculum experiences into a time period that decreases the number of days, but not the actual class hours devoted to curriculum components, reduces performance with respect to higher order cognitive skills. (JD)

ED 167 485 SP 012 320

Goble, Norman M. Porter, James F.

The Changing Role of the Teacher. International Perspectives.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-77

Note-234p.

Available from-Unipub, 345 Park Ave. South, New York, N.Y. 10010 ($11.00)

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-*Change Agents, Developing Nations, *Educational Objectives, *Foreign Countries, Futures (of Society), Global Approach, Parent Attitudes, *Professional Continuing Education, School Role, *Teacher Education, *Teacher Role, Trend Analysis

The nature of social change and its implications for the teacher role, and universal goals for teacher training, are the subjects of this study compiled from conference reports of the 35th International Conference on Education. The first section of this book, ``The Teacher in a Changing World,'' contains five chapters on the following topics: (1) school and society; (2) stresses of change; (3) the function of teaching; (4) interaction: school and community; and (5) constraints of reality. The topics in the second section, ``Learning to Teach: Priorities for Action,'' are: (1) the personal education of the teacher; (2) initial training; (3) continuing teacher education; and (4) teacher education: the essential interface between theory and practice. Appended are brief discussions on characteristics of less-developed regions, approaches to teacher education, teacher education in developing countries, and recommendations on the changing role of the teacher and its influence on professional training. (JD)

ED 167 486 SP 012 677

Kaplan, Morton H., Ed And Others
Idea Exchange. Health Issues in Cook County Suburban Public Schools.
Educational Service Region of Cook County, Chicago, Ill.
Pub Date-78
Note-26p.
Available from-Educational Service Region of Cook County, 33 West Grand Avenue, Chicago, Illinois 60610 (Free)
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Support, Elementary Secondary Education, *Health Education, *Health Programs, Local Government, *Program Descriptions, Public Schools, *Resource Guides, Social Agencies

The purpose of this publication is to furnish information on health education programs provided by the public schools in Cook County, Illinois. The booklet is divided into two parts. Material is presented from school districts representative of all geographical areas of the county on the purpose and scope of their particular health education programs. In each instance the name of a contact person is listed. In addition, a section is included of programs offered by local governmental, health, and social agencies offered to schools at little or no cost. (JD)

ED 167 487 SP 013 142

Ayers, Jerry B.

Tennessee Technological University Teacher Evaluation Model, Year V. Study of the Teacher Preparation Programs of Tennessee Technological University. Report 78-2.

Tennessee Technological Univ., Cookeville.
Pub Date-Aug 78
Note-68p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Educational Assessment, Effective Teaching, *Followup Studies, *Graduate Surveys, Longitudinal Studies, *Program Evaluation, *Teacher Education

An eight-year program of evaluation of students and graduates of the teacher education school at Tennessee Technological University is described. This evaluation project culminated in an intensive longitudinal study of graduates since 1973. The purpose of the study was to provide information for faculty and administrators of teacher education programs in order to help them make decisions pertinent to curriculum evaluation and long-range development plans. Data for this study were collected by mail surveys, interviews with teachers and their principals, and observations in the classrooms of the graduates. The data for the current year of the study and comparisons with earlier years is presented and interpreted in both tabular and narrative form. An analysis of the evaluation model is presented with discussion of its ectieffectiveness and further development. (JD)

ED 167 488 SP 013 161

Newman, Ian M.

Teaching Health in a Natural History Museum.

Pub Date-76

Note-13p.; Paper presented at the Annual Convention of the American School Health Association (Atlanta, Georgia, 1976)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Patterns, Demography, Elementary Education, *Health Education, Human Body, *Instructional Trips, *Museums, Nutrition, Physical Environment, Reproduction (Biology), Sex Education

The opportunities offered by a natural history museum to enhance and expand classroom instruction in health are discussed. A basic constellation of typical natural history museum exhibit concepts and an array of health-related opportunities that are easily developed around these displays is outlined. The natural history concept provides an opportunity to explore community health, environmental health, and population dynamics. In the nutrition area population growth may be examined as well as food selection and availability and how food is assimilated by the human body. Displays on reproduction allow for clear and easily understood lessons in sex education that may not be presented quite as graphically in the classroom. Exhibits are available to provoke discussion on human beings and their unique forms and functions, on culture, and on disease control. Available also are illustrations of heredity, mental and physical fitness, and human migration as it reflects food chains and environmental stress. (JD)

ED 167 489 SP 013 332

Sherman, Jack E. Giblin, Thomas R.
Teacher Education Program; University of Colorado.
Pub Date-78
Note-59p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Enrichment Activities, *Field Experience Programs, Interinstitutional Cooperation, *Preservice Education, *Program Descriptions, *Summer Programs, Teacher Education, Teacher Evaluation, Team Teaching

A field based program for preservice education majors is described. In addition to a formal classroom approach, prospective teachers are given complete responsibility for creating, planning, and teaching a two-week summer enrichment program for children in grades three through eight. The program is arranged through the cooperation of the university and a local school district that provides the facility. Students are given the task of developing a curriculum for the children who elect to participate. Teaching teams are organized around the major curriculum trends. Under university faculty supervision, the teacher education students publicize the classes offered, register the children, teach the classes, and act as administrators for the program. Appended to this document are samples of the evaluation scales used by both student teachers and supervisors. (Authors/JD)

ED 167 490 SP 013 383

Holland, Robert L., Ed. Drummond, Herbert E., Ed.

A Self Appraisal Checklist for Intramurals in Ohio's Elementary and Secondary Schools.

Ohio Advisory Council for Physical Education, Columbus.; Ohio Association for Health, Physical Education, and Recreation, Columbus.; Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date-Jul 78

Note-17p.

Available from-Ohio Department of Education, 65 S. Front St., Room 815, Columbus, Ohio 43215 (free)

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Checklists, Elementary Secondary Education, Evaluation Criteria, *Intramural Athletic Programs, *Program Administration, *Program Design, *Program Evaluation, Program Improvement, Safety, Self Evaluation

The purpose of this self-appraisal checklist is to assist school personnel in their endeavors to improve intramural programs. The checklist is organized into eight major categories that represent essential aspects of an intramural program: philosophy and principles; organization and administration; finances, facilities, and equipments; rules and regulations; management of events; scope of the intramural program; program promotion and student recognition; and program safety. The objective of the checklist is to assist personnel in surveying and assessing an existing program and, in turn, comparing it to a quality program exemplified by the checklist items. A score comparison chart is provided at the end. (DS)

Holland, Robert L., Ed. Drummond, Herbert E., Ed.

A Self-Appraisal Checklist for Physical Education in Ohio's Secondary Schools.

Ohio Association for Health, Physical Education, and Recreation, Columbus.; Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
Pub Date-Jul 78
Note-17p.; Colored pages may not reproduce clearly
Available from-Ohio Department of Education, 65 S. Front St., Room 815, Columbus, Ohio 43215 (free)
Pub Type- Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Checklists, Class Management, Curriculum Evaluation, *Education, Personnel Evaluation, *Physical Education, Physical Education Facilities, Program Administration, *Program Design, *Program Evaluation, Program Improvement, *Secondary Education, Self Evaluation

The purpose of the self-appraisal checklist is to assist school personnel in their endeavors to improve the secondary school program of physical education. The checklist is organized into seven major categories that represent essential aspects of a secondary school program: philosophy and principles, organization and administration, class management, the staff, the curriculum, facilities and equipment, and evaluation and grading. The objective of the checklist is to assist personnel in surveying and assessing an existing program and, in turn, comparing it to a quality program exemplified by the checklist items. A score comparison chart is provided at the end. (DS)

ED 167 492 SP 013 398

Dahllof, Urban

Curriculum Evaluation, Frame Factors and Teaching for Mastery. Uppsala Reports on Education 2.

Uppsala Univ. (Sweden). Inst. of Education.

Pub Date-Sep 78

Note-71p.

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, *Curriculum Development, *Curriculum Evaluation, Educational Policy, *Educational Research, *Educational Trends, Environmental Influences, Foreign Countries, *Mastery Learning, Statistical Data, *Teaching

Identifiers-*Sweden

Three papers are presented in this monograph. The first Trends in Process-Related Research on Curriculum and Teaching at Different Problem Levels in Educational Sciences provides a re-analysis of research about the influences of certain environmental factors on student achievement. In the second paper Frame Factors and Teaching for Mastery the problem of mastery learning is reviewed from the point of view of the curriculum planner or evaluator. In the third paper The Curriculum Development System in Sweden: Some Comments on Present Trends and Problems phases in a reform cycle, frame factors, research, and policy-making are discussed. A bibliography is provided. (DS)

Holland, Robert L., Ed. Drummond, Herbert E., Ed.

A Self-Appraisal Checklist for Physical Education in Ohio's Elementary Schools.

Ohio Association for Health, Physical Education, and Recreation, Columbus.; Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
Pub Date-Jul 78
Note-17p.
Available from-Ohio Department of Education, 65 S. Front St., Room 815, Columbus, Ohio 43215 (free)
Pub Type- Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Checklists, Class Management, Curriculum Evaluation, *Elementary Education, *Evaluation Criteria, Personnel Evaluation, *Physical Education, Physical Education Facilities, Program Administration, *Program Design, *Program Evaluation, Program Improvement, Self Evaluation

The purpose of the self-appraisal checklist is to assist school personnel in their endeavors to improve the elementary school program of physical education. The checklist is organized into eight major categories that represent essential aspects of an elementary school program: philosophy, organization and administration, class management, the staff, the curriculum, facilities and equipment, cocurricular activities, and evaluation. The objective of the checklist is to assist personnel in surveying and assessing an existing program and, in turn, comparing it to a quality program exemplified by the checklist items. A score comparison chart is provided at the end. (DS)

Women in Sports, Summer 1978. A WEAL Fund Kit.

Women's Equity Action League Educational and Legal Defense Fund, Washington, D.C.
Pub Date-Jul 78
Note-89p.; Pages 12-15 marginally legible due to small print
Available from-WEAL Fund, 805 15th Street, N.W., Washington, D.C. 20005 ($3.50)
Pub Type- Collected Works - General (020)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Annotated Bibliographies, Anthologies, *Athletic Programs, Athletics, *Equal Education, Feminism, Football, Physical Education, *Sex Discrimination, Sex Stereotypes, *Womens Athletics
Identifiers-*Education Amendments 1972 Title IX

This compendium of materials focuses on sex discrimination, Title IX, and women in sports, and provides information and recommendations on bringing about equity for women in athletic programs. The individual papers deal with the following topics: (1) the Women's Equity Action League (WEAL) Fund and its work; (2) equal opportunity and intercollegiate football; (3) facts and information about women's athletic programs; (4) organizations concerned with women and sports; (5) ideas for bringing about change; and (6) the requirements of Title IX. Selected bibliographies are provided on the following: sports books for children and young adults, women and sports, and audiovisual materials for and about women and girls in sports. (DS)

ED 167 495 SP 013 462

Whiddon, Sue Gilkison, Betty
The Benefits of Fitness Programs for the Older Adult.
Pub Date-78
Note-7p.
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Exercise (Physiology), Human Body, *Older Adults, *Physical Fitness, Self Actualization

The physical manifestations of the aging process are described, and the benefits of a program of regular exercise for people over the age of 65 are discussed. (JD)

ED 167 496 SP 013 517

Ediger, Marlow

Issues in Developing the Relevant Elementary Curriculum.

Pub Date-74

Note-59p.

Pub Type- Opinion Papers (120) - Historical Materials (060)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, *Curriculum Development, *Educational History, *Educational Objectives, Educational Philosophy, *Educational Theories, Elementary Education, *Elementary School Curriculum, Evaluation Criteria, Historical Reviews, *Learning Activities, Learning Experience, Learning Theories, Program Evaluation

Professional educators must be aware of issues involved pertaining to the development of relevant objectives, learning experiences, and evaluation procedures to be used in teaching-learning situations, and these issues should be clarified in terms of the thinking of selected educators of the past as well as leading professionals in the field of education today. The major concepts for consideration in elementary curriculum development are: (1) the concept of the learner; (2) the content of the curriculum; (3) the objectives of the curriculum; (4) the learning experiences selected to achieve objectives; (5) the sequence of learning experiences; and (6) the evaluation of achievement. (DS)

ED 167 497 SP 013 561

Fitzgerald, Sheila Mary
Career Needs and Satisfactions of Teachers: A Replication Study.
Pub Date-78
Note-52p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Comparative Analysis, Elementary Education, *Elementary School Teachers, Individual Needs, *Job Satisfaction, *Needs Assessment, Questionnaires, *Surveys, *Teacher Attitudes, Teachers, *Work Attitudes

A study designed to survey the job satisfactions and job needs of elementary school teachers was performed in 1972, and the study was replicated in 1977 to provide a comparative analysis and document any change over time. In the 1972 study 86 percent of the population returned mailed questionnaires indicating their rating of 25 scale items on the Minnesota Importance Questionnaire and the Minnesota Satisfaction Questionnaire, and of these respondents 57 percent completed the same questionnaire in 1977. Results indicated that the teachers continue to find service'' the most satisfying aspect of teaching and work accomplishment'' the least satisfying. Cooperation'' of staff members and general factor'' (liking the job) were of highest importance. Of the nine scale areas that showed significant changes, most related to the teacher as an individual within a school system rather than to responsibilities and challenges of instruction. Examples of the questionnaire and data results are included as well as a selected bibliography. (Author/DS)

ED 167 498 SP 013 569

Wood, Fred H. And Others

The Job Market for Curriculum Specialists in Higher Education.

Pub Date-1 Mar 78
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Development, *Curriculum Planning, Doctoral Degrees, *Employment Opportunities, *Employment Qualifications, Higher Education, Job Applicants, *Job Application, Job Market, Job Placement, Teacher Salaries
Identifiers-*Curriculum Specialists

The primary purpose of this national survey was to determine how many general curriculum vacancies will be open in universities in 1978 through 1981 and the nature of the search process for these positions. Five specific questions were considered: (1) How many general curriculum vacancies will be open between the spring of 1978 and fall of 1981 and where will those vacancies be located? (2) At what rank and salary will these general curriculum vacancies be filled? (3) Has there been an increase or decrease in the number of general curriculum positions in institutions of higher education? (4) What areas of curriculum study, experiences, and other factors are considered most important when reviewing candidates for assistant professor position, and are there different criteria when positions are to be filled at a higher rank? (5) What are the procedures used when initiating and completing a search for a general number of vacancies? The responses of university deans to these questions are reported. Findings indicate that there will continue to be general curriculum positions available. A list of responding deans is appended, as well as a table of generally preferred scholastic and experiential background, and salary potential in geographic areas. (JD)

Wright, David P.

Teacher Education With an Inquiry Emphasis.

Pub Date-Mar 78
Note-18p.; Paper presented at Convention of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Guidance Programs, Curriculum Design, *Educational Strategies, Elementary Secondary Education, *Inquiry Training, *Problem Solving, Program Descriptions, *Teacher Education, Teaching Techniques

A program for prospective elementary and secondary teachers emphasizing inquiry and problem solving techniques for use in the classroom is described. In the conceptual framework of this program, a situation is defined as a set of circumstances that teachers commonly encounter, and an issue is a theoretical, ethical, or methodological question. A problem is a set of circumstances in a classroom situation that disturbs a teacher. Two common problems are instructional and managerial. Others include circumstances related to a school's curriculum or its patterns for organizing students or staff. In this program instructors provide typical classroom problems and professional issues. Students practice inquiry processes and skills as they respond to given situations and attempt to correctly identify basic problems and find solutions. Participants also examine standard topics of teacher preparation, such as individual differences among learners and methods for planning, conducting, and evaluating instruction. In keeping with the program's inquiry emphasis, each of these topics is regarded as a common source of professional problems for teachers or as a tool for solving such problems. (JD)

ED 167 500 SP 013 574

Geiger, James
Thorough and Efficient Education and Teacher Tenure in New Jersey.
Spons Agency-Emerson Education Association, N.J.
Pub Date-78
Note-35p.; Best copy available
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Accountability, *Educational Finance, Educational Legislation, Equal Education, Public Schools, *State Legislation, Tax Allocation, Teacher Certification, Teacher Education, *Teacher Employment, *Tenure

The ramifications of a decision by the New Jersey Supreme Court that legislation shall provide for the maintenance and support of a ``thorough and efficient'' system of free public education for all children in the state from ages 5 to 18 are discussed. Salient points made by the court in the decision are examined, and ensuing reactions from the state legislators and education associations are cited. The following resultant problems are described: (1) defining a ``thorough and efficient'' system of education was found to be difficult; (2) legislation on tax allocations for school districts was delayed because of disagreements between different school districts; (3) arguments arose on the subject of teacher accountability and evaluation; (4) the State Department of Education took major financial decisions away from local school boards; (5) questions arose on the subject of teacher tenure, employment, and certification; and (6) a demand for a commission to study the process of teacher education evoked strong objections from education associations. (JD)

ED 167 501 SP 013 684

Zakrajsek, Dorothy B. Bos, Ronald R.

The Effect of Administrative Procedure on Student Assessment of Collegiate Physical Education Activity Courses.

Pub Date-78

Note-20p.; For related document, see ED 151 307.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavior Rating Scales, *College Faculty, Comparative Testing, Effective Teaching, *Evaluation Methods, Faculty Evaluation, Informal Assessment, *Student Evaluation of Teacher Performance, *Teaching Assistants

This study compared the effects of instructor administered'' versus administrator administered'' rating forms on student assessment of instruction given by faculty and graduate assistants. Twelve physical education instructors who taught paired'' sections, i.e., two sections of the same activity course, were studied. Each of the instructors administered the Instructional Assessment Inventory in one of his/her two paired sections. In the other section of each of the pairs, the inventory was given by either the department chairman or the associate dean, but in the absence of the instructor. Significant and differential administrative effects were evident. On four of the twenty inventory items and one of the major inventory sections, when administrator administered,'' the graduate assistants were rated significantly lower and faculty received significantly higher appraisals. (Authors)

ED 167 502 SP 013 689

Dillon, J. T. Starkman, Stanley S.
A Model Approach to Evaluation of Teacher Education Programs.
Chicago State Univ., Ill.
Pub Date-78
Note-16p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Change Agents, Field Instruction, Followup Studies, Longitudinal Studies, *Program Effectiveness, *Program Evaluation, *Program Validation, School Personnel, *Teacher Education

A model is outlined for providing reliable information on the effectiveness of teacher education programs for evaluation purposes. Six criteria for sound evaluation are established: (1) Evaluation should include opportunity possibilities for modification of the program; (2) Evaluation should include feedback from those active in the field of education; (3) To assess program effectiveness, longitudinal follow-up studies of graduates should be conducted; (4) Evaluation should include all personnel related to the program; (5) Care must be taken that all information received from sources connected with the p[illegible]ram be reliable and comprehensive; and (6) An objective evaluation of [illegible] importance of the program must be maintained. (JD)

ED 167 503 SP 013 694

Jackson, Michael Battiste, Barbara
Competency Testing. An Annotated Bibliography.
Pub Date- 78
Note-30p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annotated Bibliographies, *Basic Skills, *Educational Accountability, Educational Trends, *Elementary Secondary Education, *Graduation Requirements, *Minimum Competency Testing, Program Descriptions, Testing

Competency testing for either graduation from high school, or as a method for assessing whether a student should advance to a higher grade level, is the focus of this annotated bibliography. Included are annotations that relate to accountability, competency testing, program descriptions where competency testing is utilized, general testing concepts, competency testing requirements, and basic education concepts. All entries are dated 1976-1978. (DS)

ED 167 [illegible]4 SP 013 707

Ohles, John F.
The Centrality of Teacher Education.
Pub Date-79
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Discipline, Educational Needs, *Educational Problems, Life Style, Parent Teacher Cooperation, Personal Values, Role Perception, *Social Change, *Student Behavior, *Teacher Education, *Teacher Educators

The role and responsibility of teacher educators are examined as they relate to changing demands and expectations of society. As life styles and behavior of students change, teachers are ill prepared to meet classroom situations where they are confronted with rebellion and unrest. Complaints voiced against teachers currently have more to do with the failure to maintain pupil discipline than with the failure to exhibit scholarship. The opinion is presented that teacher education does not occupy a central position in the over-all education field. It does not demand enough of the preparation of future teachers to leave an imprint, nor interact enough with former students to shape their lives as teachers or administrators. It does not conduct or support or control enough educational research to change the schools. It is suggested that teacher education should occupy the central position in the structure and process of public education. Thus there would be a greater predictability about the future effectiveness of students in teaching and a profound influence by teacher educators on the present and future of the schools. (JD)

ED 167 505 SP 013 742

Kirk, Robert F. Wilson, Roland M.

The Structures of Secondary Teacher Education Programs in the State of Oklahoma.

Pub Date-79

Note-16p.; Parts may not reproduce clearly due to print quality

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Core Courses, *Educational Assessment, Higher Education, Program Evaluation, *State Surveys, *Teacher Education, *Teacher Education Curriculum

This document is a summary of a questionnaire that was sent to all teacher education institutions in Oklahoma asking them to report their current program of teacher education. The study shows what courses are offered by the different teacher training institutions, the number of hours of each of the courses, and the total number of hours for each education program. It also shows the status of field experience components for each course. Results of the survey are briefly analyzed. A table of required courses and the institutions emphasizing them is appended. Also appended is a sample of the questionnaire and a list of institutions that were sent the questionnaire. (Author/JD)

ED 167 506 SP 013 743

Building a Better You: Volume 2. A Guide for Health Education in Georgia Schools...Grade Seven Through Eleven.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date-74

Note-243p.; Parts may be marginally legible

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-*Course Content, *Curriculum Development, Diseases, Drug Abuse, Environmental Influences, *Health Education, *Health Guides, Mental Health, Nutrition, Physical Education, *Program Development, Public Health, School Health Services, *Secondary Education

Developing a secondary level health education program is the main focus of this guide, and concepts and supporting data pertaining to some of the major health problems facing children and youth are presented as well. The guide is divided into three sections. The first section, Policies and Procedures,'' is concerned with school health policies and services, interscholastic athletic programs, and conceptual learning in health education. The next section, Course Content,'' outlines concepts, learning activities, and desirable outcomes for a series of relevant topics including alcohol, drug abuse, diseases, environmental health, nutrition, occupational health, first aid, social-emotional health, physiology and care of the human body, and consumer health. The final section, Integration and Correlation of Concepts in a Sequential Unit,'' focuses on the development of a curriculum for health education. Position papers, bibliographies, health record forms, standards, filmographies, and other helpful information are included in appendices. (DS)

ED 167 507 SP 013 751

Campbell, Patricia B. Katrin, Susan E.
Exercising Your Rights: Eliminating Sex Bias in Physical Education.
Georgia State Univ., Atlanta.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date-78
Note-16p.; Complete module, including tape, can be ordered only from Education Development Center; Module prepared through the Project on Sex Stereotyping in Education
Available from-Education Development Center, WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($2.25)
Pub Type-Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Equal Education, *Physical Education, Sex Discrimination, *Sex Stereotypes, *Student Attitudes, *Womens Athletics

A module on sex stereotyping and its effect on physical education is described. This unit is a part of a series of instructional modules on sex-role stereotyping in education. Designed to be used independently or to supplement an existing instructional unit, the module is composed of a 25-minute tape, five transparency masters, three handouts, and a bibliography. Messages and myths transmitted to males and females regarding physical education and athletics as well as the effect of sex stereotyping on students' perceptions of male and female competence are explored. (JD)

ED 167 508 SP 013 762

Friesen, Charles D.

The Results of Homework Versus No-Homework Research Studies.

Pub Date-Jan 79
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Correlation, Educational Research, Elementary Secondary Education, *Homework, *Performance Factors

This report summarizes the results of 24 research studies on the correlation of homework and no homework and academic achievement. The studies were conducted over the years from 1923 to 1976 in elementary and secondary schools. The results of the studies do not provide a clear-cut endorsement for either homework or no homework. It is suggested that individual teachers are best equipped to decide which of the two methods to use in order to maximize student achievement. (JD)

ED 167 509 SP 013 764

Meyer, Rex

Development of a Checklist of Inservice Activities for Primary and Secondary Teachers in Australian Schools. C.A.T. Education Monograph No. 8.

Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.
Pub Date-Nov 74
Note-28p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-*Checklists, Conferences, Elementary Secondary Education, Foreign Countries, Individual Study, Inservice Courses, *Inservice Teacher Education, *Learning Activities, *Literature Reviews, *Performance Criteria, *Program Design, Program Development, Teacher Exchange Programs, Teacher Programs, Teacher Workshops
Identifiers-Australia

Literature on the goals, barriers, and trends in inservice education is reviewed here, and criteria for development of an inservice program as well as a checklist of possible activities are provided. Specific activities outlined are: courses; workshops; conferences; exchanges and secondments; comparative educational tours; study leave and study programs for individuals; consultancies by individuals or panels of experts; production and dissemination of training kits, related materials, and general information for distribution to schools; displays and exhibitions; support for innovative programs and research by groups or individuals; support for teachers assisting pupils in creative development of materials; development of inservice institutions; and support for research into inservice activities. References are included. (DS)

Michigan Council on Physical Fitness and Health Annual Report to the Michigan Department of Public Health, December 29, 1978.

Michigan State Dept. of Public Health, Lansing. Council on Physical Fitness & Health.
Pub Date-29 Dec 78
Note-17p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Elementary Secondary Education, Exercise (Physiology), Health Education, *Health Programs, *Physical Education, *Physical Fitness, *Program Descriptions, *State Programs, Testing Programs
Identifiers-*Michigan

The projects which the Michigan Council on Physical Fitness and Health undertook in 1978 are reported and described here. The projects and activities include: a school physical fitness program that provided assistance to public, private, and parochial schools in monitoring the physical fitness levels of all students in grades kindergarten through twelve, a cardiovascular health program focused on exercise to strengthen a youngster's heart and activities that teach a young person

concepts about the circulatory system, how to take blood pressure, check heart rate, and determine the percentage of body fat; and the drafting of a position statement in support of physical education for all students in Michigan schools. Several other less prominent activities are also reported as well as projected activities and plans for the future. (DS)

ED 167 511 SP 013 802

Griffin, Jane Tubb, Gary W.

Cross-Lagged Analysis of Teacher Attitude and Achievement in Inservice Metric Training.

Pub Date-Feb 79

Note-25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, Florida, February 19-21, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Achievement, *Correlation, Factor Analysis, *Inservice Teacher Education, *Metric System, *Multiple Regression Analysis, *Teacher Attitudes

A project to determine if a causal relationship exists between attitude and achievement in understanding metric concepts is described. The subjects of the project were inservice teachers. The answer to two questions were sought: Does a positive significant correlation exist between initial attitude and achievement? Does a significant difference exist between the correlation coefficients for initial attitude and final understanding and initial understanding and final attitude scores? In other words, does a causal relationship exist between initial attitude and knowledge growth? Prior to metric instruction, all participants completed attitude scales and metric knowledge tests. The same tests were administered at the end of 15 hours of instruction by metric specialists. Although the correlations tended to support the hypothesis that initial attitude affects final understanding more than initial understanding affects final attitude, a clear conclusion was not reached. It was, however, determined that the subjects improved in both attitude and understanding and are more adequately prepared to teach metric measurement. The methodology of making a cross-lagged analysis is explained and the accuracy of results discussed. (JD)

ED 167 512 SP 013 816

Thomas, Jerry R., Ed. Weiss, Raymond A., Ed.

Completed Research in Health, Physical Education and Recreation. Volume 20.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date 78

Note 360p.

Available from-AAHPERD Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 (Stock No. 248-26170; $7.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Athletics, Dance, Dental Health, Drug Abuse, *Exercise (Physiology), Females, *Health, *Human Body, Nutrition, *Physical Education, *Recreation, *Research, Sex Education, Teaching Methods

This compilation lists research completed in the areas of health, physical education, recreation, and allied areas during 1977. It is arranged in three parts. The index provides cross references for all listings in the second two parts, arranged under subject headings in alphabetical order. A bibliography gives a listing of published research, citing articles published in the 169 periodicals reviewed by the Committee for Completed Research. In the final section, abstracts of master's and doctor's theses from institutions offering graduate programs in health, physical education, and recreation are presented. Names of institutional representatives sending in theses abstracts are indicated in parentheses after the name of the institution. (Editors/JD)

ED 167 513 SP 013 834

Panko, Jessie Symington
Sexism in Education? A Study of Future Teachers' Attitudes Toward Women.
Pub Date-Feb 79
Note-48p.; Paper presented at National Meeting of the Association of Teacher Educators (Orlando, Florida, February 19-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Affirmative Action, Changing Attitudes, *College Majors, *Employment Practices, Futures (of Society), *Sex Discrimination, Sex Stereotypes, *Social Attitudes, *Teacher Attitudes, Teacher Education

The main question investigated by this study was whether future teachers' attitudes toward women were significantly different from the attitudes of other college students. The subjects of this research were college students divided into two groups education majors and majors in other subjects. A Likert-type scale questionnaire was administered consisting of statements about women's rights and roles in vocational, educational, and intellectual activities; dating behavior and etiquette; sexual behavior; and marital relationships. Little significant difference was found between the attitudes of future teachers toward women and those of other students. The suggestion is offered that future teachers should receive preservice and inservice training to change their attitudes from acceptance of many sex stereotypes so they may educate children in a way that is bias free. A sample of the questionnaire is appended as well as selections from the Illinois law providing sex equality in education. (JD)

ED 167 514 SP 013 839

Gil, Doron Heller, Philip S.

Classroom Discipline: Toward a Diagnostic Model Integrating Teacher's Thoughts and Actions. Occasional Paper No. 13.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-76-0073
Note-15p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Problems, *Class Management, Diagnostic Teaching, *Discipline, *Informal Assessment, Psychoeducational Processes, Student Behavior, *Teacher Behavior, Teacher Education

The diagnostic approach is probably the most comprehensive approach to classroom discipline because it is designed to prevent the recurrence of symptoms by discovering and treating the causes of behavior problems. The diagnostic model of discipline presented here interrelates the mental and behavioral processes the teacher undergoes when dealing with a child's disruptive behavior. In conceiving of the teacher as a clinician, the model postulates that diagnostic judgment of the child's problems based upon observable symptoms is prerequisite to appropriately treating the problems. The model provides a conceptual framework that will help teachers develop thoughtful and reasoned solutions to classroom discipline problems. (Author/JD)

ED 167 515 SP 013 844

The Affective Dimension of Reading. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Affective Objectives, Autoinstructional Programs, *Children, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, *Motivation Techniques, *Reading, *Teaching Skills, Validated Programs

The intent of the inservice instructional materials described here is to assist teachers in acquiring the skills and understanding needed to help students become interested and effective readers. Major emphasis is placed on instilling desire and enthusiasm for reading in children. Information is provided in this description on the purposes and content of the materials as well as the activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 516 SP 013 846

Teaching Social Studies in the Secondary School. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Historiography, *Inservice Teacher Education, *Instructional Materials, *Program Descriptions, Secondary Education, *Social Studies, *Teaching Methods, Teaching Procedures, *Teaching Skills, Teaching Techniques, Validated Programs

The teacher program described here focuses on why social studies should be part of the secondary school curriculum and attempts to delineate effective methods for teaching social studies. Specific topics in this program are thinking and social studies, multiple viewpoints as evidence, historiography as a teaching devise, developing an analytical model, and simulation in world history, prehistory, and case studies. Information is provided here on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 517 SP 013 848

Role Concepts (Concepts in Social Studies). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Patterns, Conformity, *Inservice Teacher Education, *Instructional Materials, *Program Descriptions, Role Conflict, *Role Theory, *Social Studies, *Student Behavior, Validated Programs

The instructional materials and program described here are designed to increase the analytical ability of users in relation to role theory concepts. The program deals with sociological concepts of role conflict; conformity; concensus; and position, role, status, and identity. The concepts are to be presented in four separate filmstrips. Information is provided here on the purposes and content of the program as well as activities and resources. A critique, history of development, and ordering information are also included. (JS)

ED 167 518 SP 013 849

Individually Guided Science. Description of Teacher Inservice Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Individualized Programs, *Inservice Teacher Education, Instructional Materials, *Program Descriptions, *Science Education, Science Teachers, Teacher Programs, *Teaching Methods, Validated Programs

The teacher program described here is intended to provide a model for the teaching of science in individually guided education, emphasizing teaching strategies that are drawn from successful Individually Guided Education programs. Information is provided here on the purposes and content of the program as well as activities and resources. A critique, history of development, and ordering information are also included in the description. (DS)

ED 167 519 SP 013 850

Troubleshooting in Teaching Concepts (Tips for Teachers Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Associative Learning, *Cognitive Development, *Cognitive Processes, Elementary Secondary Education, *Inservice Teacher Education, *Learning Modules, Learning Processes, Mediation Theory, Perceptual Development, Special Education, Teacher Behavior, *Teaching Techniques, Validated Programs

The inservice and preservice learning module described here focuses on processing procedures used by students, the objective being to help teachers to stimulate cognitive processes. Perceptual and mediational processing and associative learning are specifically covered in the module, and methods for stimulating cognitive processes are presented. Information is provided in this descriptive report on the purposes and content of the package as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 520 SP 013 865

Educational R & D Report, Vol. 2, No. 1.
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo. R&D Interpretation Service.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-OB-NIE-G-78-0202
Note-21p.
Journal Cit-Educational R&D Report; v2 n1 Win 1979
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Education, *Educational Development, *Educational Research, *Educational Resources, Models, Statistical Studies, *Team Teaching

Subjects dealt with in this report include: (1) team teachers dealing with complex materials; (2) career education programs that expose students to the world of work; (3) research and development outcomes relating to publications on drugs, cooking, cognitive development, early education programs, consumer education, and math teaching; (4) special happenings and training programs in educational research and development; resources for increasing functional literacy. (DS)

ED 167 521 SP 013 872

Considine, William J., Ed.
Alternative Professional Preparation in Physical Education.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.
Pub Date-79
Note-160p.
Available from-AAHPERD Publications Sales, 1201 16th St., N.W., Washington, D.C. ($6.50)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Athletics, *Career Opportunities, Communication (Thought Transfer), *Curriculum Development, *Educational Alternatives, Exercise (Physiology), Job Market, Journalism, Leisure Time, Movement Education, News Media, *Occupational Surveys, *Physical Education, Public Relations

Nonteaching career options for undergraduate physical education majors are explored in this report. Two committees, each of which addressed different aspects of the topic, compiled their findings for the National Association for Sport and Physical Education. One committee identified types of options currently offered by colleges throughout the country. The other investigated procedures that would be useful in advising or selecting prospective students into the appropriate career option. The physical education curriculum of higher educational institutions is examined with specific emphasis on nonteaching career training offered. A list of 24 career possibilities is appended, and the colleges and universities offering courses necessary to obtain such jobs are cited. (JD)

ED 167 522 SP 013 889

San Jose, Christine

Staffing a Teachers' Center A Joint Venture in Growth and Change. Teachers' Centers Exchange. Occasional Paper No. 4.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Note-13p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Communication Skills, Consultants, *Individual Characteristics, Needs Assessment, *Personality, Program Design, *Resource Staff Role, Social Relations, *Staff Improvement, *Teacher Centers

The primary functions of a teachers' center and the qualities to look for in individuals who will form the core staff are delineated. Three main tasks for a teacher center are: improving instruction in the classroom; bringing people together to effect the improvement; and coping with the complexities of change in people and institutions that the focus on the classroom and cooperation entails. The prime task of the core staff is discernment of needs. A person who is able to see a situation clearly and be sensitive to group interrelationships is needed. Such a staff member must discern the complexities of what people need in order to improve instruction. A program organizer who can spot potential, encourage and support it, and help people to enlarge their knowledge and skills and hone their ability to share them is essential to a core staff member. Ability to communicate clearly is important, as is the ability to design and operate a curriculum resource area. The core staff should be able to locate and recruit interesting and challenging outside resource persons. (JD)

ED 167 523 SP 013 895

Calkins, D. S. And Others

Development of a Competency Based Professional Personnel Evaluation System: A Cooperative Effort Between an R&D Center and School System. Technical Report No. 5062.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date-30 Nov 78

Note-21p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Data Analysis, Effective Teaching, *Evaluation Criteria, *Evaluation Methods, Evaluators, Rating Scales, *Surveys, Systems Development, *Teacher Evaluation, *Teaching Skills

This report describes the joint efforts of the Evaluation of Teaching program of the Research and Development Center for Teacher Education and the Office of Research and Evaluation of the Austin Independent School District to develop a competency based teacher evaluation system. The task assigned was to produce a system that reduced the vagueness and the time demands on evaluators and could be uniformly applied throughout the district. The expressed purpose of the new system was to provide initiative for professional growth by supplying individuals feedback on their performance and to aid administrators in making contractual decisions concerning individuals. The report delineates the research activities accomplished (including surveys of parents and school personnel) in order to develop the evaluation system. References and tables of competency statements and categories used for stratified sampling are also included. (DS)

ED 167 524 SP 013 897

Malitz, David And Others

Selecting Subjects to be Trained to Use Observational Systems: A Replication and Extension. Technical Report No. 5064.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date-78

Note-59p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Classroom Observation Techniques, *Evaluation Criteria, Individual Characteristics, Interaction Process Analysis, Lesson Observation Criteria, *Performance Factors, Predictive Ability (Testing), *Project Training Methods, Reliability, Self Concept, *Training Techniques

The object of this research was to establish a reliable test battery to determine probable future success for those persons who wish to be trained as expert classroom observers. The focus of this investigation was to predict coding performance. This report presents the findings of a replication of an earlier study that indicated that coder performance could be predicted from measures of training performance and coder attitudes toward classrooms. These findings were partially confirmed.

Included in this report are results of tests conducted to assess accuracy in coding and reliability of observation. Also included are samples of a self-concept test, and two Likert-type questionnaires on attitudes about classroom behavior and beliefs and attitudes about teaching and the teaching process. (JD)

ED 167 525 SP 013 899

Evertson, Carolyn M. Anderson, Linda M.

Interim Progress Report: The Classroom Organization Study. Correlates of Effective Teaching.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-R&D-6002

Pub Date-Jan 78

Contract-OB-NIE-G-78-0116

Note-117p.; Parts of appendix may not reproduce clearly

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$8.01 Plus Postage.

Descriptors-*Class Management, *Class Organization, *Classroom Observation Techniques, Classroom Techniques, *Effective Teaching, Elementary Education, *Elementary School Teachers, Evaluation Criteria, Interviews, Questionnaires, *Teacher Behavior, Teacher Evaluation, Teaching Techniques

The study described here was designed to answer questions about effective instruction in low socioeconomic status (SES) elementary schools by focusing on classroom organization and management, especially what specific steps are important at the beginning of the year. This progress report details the history of the study, describes data collection activities, and proposes future collaborative activities to follow. Interviews, questionnaires, classroom observation, and student engagement ratings are used to gather and analyze data. Appendices provide examples of: (1) a proposal for the research to be conducted; (2) the handout given to participating teachers to describe the study; (3) outlines and follow-up questions; (4) the manual for student engagement ratings; and (5) guidelines for using component ratings. The purpose was to discover what strategies work best and what mistakes can prevent a smoothly running classroom from developing. (DS)

ED 167 526 SP 013 901

Using Lecture Techniques to Present Information. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communication Skills, *Effective Teaching, Elementary Secondary Education, *Inservice Teacher Education, *Learning Modules, *Lecture, Teaching Skills, *Teaching Techniques, Validated Programs

The inservice teacher education learning module described here is designed to increase the teacher's effectiveness in the use of lecture as an instructional technique and enable him/her to identify and implement the knowledge, skills, and situations necessary for communication in a teaching-learning situation. Information is provided here on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 527 SP 013 902

Project TEACH (Teacher Effectiveness and Classroom Handling). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Class Management, *Classroom Techniques, *Effective Teaching, Elementary Secondary Education, Group Relations, *Inservice Teacher Education, *Instructional Materials, Student Behavior, *Teaching Skills, Validated Programs

The teacher program described here focuses on options for dealing positively with the day-to-day problems and occurrences in the classroom and reducing psychic and physical drain on the teacher. Emphasis is on positive management and relational skills, i.e., verbal skills, momentum building and nonconfrontation strategies, and decision-making techniques. Information is provided here on the purposes and content of the program and materials, as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

Increasing Participation (III-5). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Participation, *Classroom Techniques, Effective Teaching, Elementary Secondary Education, *Inservice Teacher Education, *Learning Modules, Program Descriptions, *Student Participation, *Teacher Characteristics, Teaching Skills, Validated Programs

The teacher program described here is designed to increase the teacher's ability to create an atmosphere in which freedom of expression emerges. The development of student participation is approached in the program through delineation of both teacher characteristics and guidelines for teacher performance. Information is provided in this description on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 529 SP 013 913

Individually Guided Education. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Conferences, Elementary Education, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Learning Motivation, *Motivation Techniques, *Program Descriptions, Self Actualization, Student Motivation, Teaching Procedures, Validated Programs

The inservice teacher program described here presents four motivational/instructional procedures that incorporate important motivational principles and provide the main means for aiding children to become increasingly mature in motivation, educational achievements, and self-direction. This description provides information on the purposes and content of the program as well as activities and resources involved. A critique, ordering information, and history of development are also included. (DS)

ED 167 530 SP 013 914

Higher Cognitive Questioning (Minicourse 9). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Autoinstructional Aids, *Cognitive Ability, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, Program Descriptions, *Questioning Techniques, Short Courses, *Student Motivation, Validated Programs
Identifiers-*Effective Questioning

The teacher inservice minicourse described here is designed to increase the teacher's use of higher cognitive questions, which helps develop student ability to think and is primarily concerned with analysis, synthesis, and evaluation questions. Information is provided here on the purposes and content of the course and materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 531 SP 013 915

Effective Questioning: Elementary Level (Minicourse 1). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Autoinstructional Aids, Classroom Techniques, *Discussion (Teaching Technique), Effective Teaching, Elementary Education, *Inservice Teacher Education, *Instructional Materials, *Questioning Techniques, *Student Participation, *Teaching Skills, Validated Programs

The inservice self-instructional minicourse described here is intended to give teachers knowledge of and practice on using specific questioning techniques that increase students' participation and learning during class discussion. The classroom techniques include redirection, refocusing, handling incorrect responses, pausing, using higher cognitive questions, asking for clarification, and reducing teacher behavior that interferes with the flow of class discussion. Information is provided in this description on the purposes and content of the course and materials as well as activities and resources. A critique, history of development, and ordering information are also included. (DS)

ED 167 532 SP 013 917

Social Studies Methods of Instruction (Prescriptive Learning Package 2). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Education, *Inservice Teacher Education, *Instructional Design, *Learning Modules, *Program Descriptions, *Social Studies, *Teaching Methods, Validated Programs

The teacher inservice program and materials described here are designed to bring about a higher degree of sophistication in the area of instructional program planning given individual learning situations. The participants in the program translate goals into specific objectives, develop appropriate learning alternatives, rank the alternatives, and prescribe the alternative that seems most appropriate. This description provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 533 SP 013 921

Lance, Jeanne Piper, Barbara

Teachers' Centers Exchange. Directory Supplement 1978.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 78

Note-123p.; For related document, see ED 150 112

Available from-Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103 ($6.00)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Financial Support, Governance, Information Sources, *Inservice Programs, Inservice Teacher Education, *Program Descriptions, *Resource Centers, *Teacher Centers

In this supplement to a previously published Teachers' Center Exchange Directory (April 1977), 55 additional teacher centers are described. These descriptions include the name of the contact person at each center, the program offered, resources, staff, participation, fees and credit, affiliation, support, decision making, and publications. (JD)

ED 167 534 SP 013 925

Silverman, Paul S. Pool, Kenneth W.
Promoting Piagetian Beliefs: Theoretical Instruction vs. Inservice Experience.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-13 Jan 78
Grant-OEG-8-522478-4617
Note-15p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (Atlanta, Georgia, January 13, 1978).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Beliefs, *Change Strategies, Cognitive Development, Educational Philosophy, *Education Majors, *Learning Theories, Teacher Attitudes, Teacher Behavior, *Teacher Education, Teaching Methods, *Teaching Styles
Identifiers-*Piaget (Jean)

This study seeks to identify particular methods most likely to induce changes in philosophical beliefs of teachers compatible with a cognitive developmental teaching approach. Specifically examined were teacher's theoretical understanding in terms of epistemological beliefs consistent with either Piaget's theory of cognitive development or operant learning theory. The participants, 42 juniors entering preparation programs in elementary education and 29 experienced elementary teachers, were tested with regard to four scales: Piagetian beliefs, behavioral beliefs, belief intensity, and belief consistency. Three proposed hypotheses were verified: (1) teachers trained for one year to behave in a style consistent with Piagetian theory apparently do develop stronger beliefs in Piagetian epistemology than do preservice education majors who have taken a course in Piagetian theory; (2) while preservice education majors instructed only in Piagetian theory become less behavioristic, they do not become more Piagetian; (3) preservice education majors enrolled in an eclectic course presenting several theories, but emphasizing Piaget's, develop more Piagetian beliefs. The results are discussed in depth, and references are provided. (DS)

ED 167 535 SP 013 930

Commonality and Diversity in Four Teachers' Centers Conversation at Chautauqua.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Note-17p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Financial Support, *Inservice Education, Professional Continuing Education, *Program Descriptions, Resource Centers,

*Resource Staff Role, *Teacher Centers, *Teacher Workshops, Volunteers

A discussion between the leaders of four teacher centers is presented. Participants came from Philadelphia, Chicago, Detroit, and Burlington (Wisconsin). The Detroit and Philadelphia centers are school-district supported, serving teachers in multiracial, low-income schools throughout the cities. The Chicago and Burlington centers are independent, founded and supported by teachers with financial help from local foundations and businesses. Both depend extensively on volunteers as staff and serve teachers in nonpublic as well as public schools. The conversation between these different center leaders suggests the differences in facilities, formats, scope, and programming, and the similarity of purposes they share. (JD)

ED 167 536 SP 013 931

Mullins, June B.

A Teacher's Guide to Management of Physically Handicapped Students.

Pub Date-Mar 79

Note-405p.

Available from-Charles C. Thomas, 301-327 East Lawrence Avenue,
Springfield, Illinois 62717 ($21.50)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Diseases, *Handicapped Students, Mainstreaming, Mental Retardation, Physiology, *School Role, *Special Health Problems, *Teacher Responsibility

This book explores special management concerns regarding students who have physical, sensory, and health problems. An introductory section discusses psychological and physical adaptations necessary for full integration of handicapped students into the school community. The book also provides general medical information and illustrations of all the common physical problems found in the classroom so that the teacher will understand the abilities and limitations of each student. Detailed information is offered on many services and materials available to disabled persons, their families, and their teachers. (Author/JD)

ED 167 537 SP 013 933

Brophy, Jere E. Putnam, Joyce G.
Classroom Management in the Elementary Grades. Research Series No. 32.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-76-0073
Note-131p.
Available from-Institute for Research on Teaching, 252 Erickson Hall, East Lansing MI 48824 ($3.25)
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Behavior Change, *Class Management, *Classroom Environment, Discipline, *Elementary Grades, Motivation Techniques, Reinforcement, Socialization, Student Behavior, *Student Characteristics

The literature on elementary school classroom management is reviewed. Topics include student characteristics and individual differences, preparing the classroom as a learning environment, organizing instruction and support activities to maximize student engagement in productive tasks, developing workable housekeeping procedures and conduct rules, managing groups during instruction, motivating and shaping desired behavior, resolving conflict and dealing with students' personal adjustment problems, and orchestration of these elements into an internally consistent and effective system. Promising teacher education approaches are discussed in the closing section. (Authors/JD)

ED 167 538 SP 013 938

Armstrong, Nolan Armstrong, Carmen

Improving Classroom Communications Through Accurate Perceptions.

Pub Date-78

Note-8p.; Paper presented at meetings of Association for the Study of Perception (April 1978) and Association of Teacher Educators (August 1978)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior Theories, *Cognitive Style, *Communication Skills, *Group Dynamics, Interaction, *Leadership Styles, Student Attitudes, Teacher Attitudes, Teaching Styles

The focus of this paper is concerned with the interaction of leadership-learning style preferences, instructional styles, and group dynamics principles involved in classroom communication. The importance of teachers tempering their leadership style and instructional models to facilitate efficient learning for students of different learning styles is emphasized. Theories of human behavior are outlined, pointing out wide differences between attitudes and motivations in the learning process. An understanding of these theories on the part of the teacher will develop the ability to match teaching and learning styles to achieve more effective teaching. (JD)

ED 167 539 SP 013 942

Shank, Kathlene S.

Nationwide Survey of Practices in Selection and Retention of Teacher Education Candidates.

Pub Date-78
Note-46p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, *Admission Criteria, National Surveys, Preservice Education, *School Holding Power, *Schools of Education, Student Attitudes, Student Characteristics, *Student Recruitment, Teacher Certification, *Teacher Education

The results of a national survey to ascertain what criteria universities and colleges are utilizing to make selection and retention decisions concerning teacher education candidates are presented. A survey of related research and literature provided the fabric for development of the survey questionnaire. Four points at which decisions regarding selection and retention are traditionally made were apparent: admission to the teacher education program; retention in the teacher education program; graduation from the program; and certification or licensure to teach. Instruments and procedures utilized included: self-report questionnaires; biographical forms; tests of aptitude and knowledge; school grades; structured interviews; measure of values, attitudes, and personality characteristics; and letters of reference. Appended to this report are the instruments used fcr the survey. (JD)

ED 167 540 SP 013 947

Bartunek, Jean M.

Decision Characteristics, Participation Training, and Teacher Participation in Decision-Making.

Pub Date-Apr 79

Note-29p.; Paper presented at the meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Decision Making, Management by Objectives, Organizational Development, *Participant Satisfaction, *Problem Solving, School Personnel, *Teacher Participation, *Teacher Role

This study investigated the effects of participation training, agreement, and decision importance on teachers' desires for participation in decision-making and their perceptions that participation would increase decision effectiveness. Results indicated that teachers who had received participation training preferred less participation in decision-making when there was disagreement among them than when there was agreement, and tended to believe that participation would be less effective when there was disagreement. On more important decisions, untrained teachers preferred more participation when there was disagreement than when there was agreement, and rated participation as more likely to achieve effective decisions when there was disagreement. Implications of the results for contingency models of participation and for participation training are discussed. (Author)

Welch, Frances C. Dolly, John P.

The Effect of Inservice Training in Glasser's Techniques of Class Meetings and Reality Therapy on Teacher and Student Behavior.

Pub Date-Apr 79
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Affective Behavior, *Behavior Change, *Inservice Teacher Education, Reinforcement, *Student Behavior, *Teacher Behavior, *Training Techniques
Identifiers-*Glasser (William)

Two major reasons for this research are given: to examine the influence that training in Glasser's techniques of Reality Therapy and Class Meetings has on teacher and student behaviors; and, to investigate the relationship between teacher affective behaviors and student behaviors, i. e., on-task behaviors, absences, and disciplinary referrals. Eight elementary school teachers received training in Glasser's techniques while eight comparison teachers acted as the control group. The six-week training module is described in this report. Following training, the classrooms of the participants were observed for positive, neutral, and negative factors on verbal, physical, and facial behaviors. Students were observed for work behavior in the classroom. Absences and referrals to the principal were obtained for the three weeks preceding and following the training. Results indicated little significant difference between the affective behaviors of teachers on student behavior in the classrooms of those teachers who received the training and those who did not. (JD)

Benham, B. J.

The Effect of Reflective Writing on Identity Maintenance in Student Teachers.

Pub Date-Apr 79
Note-27p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, April 8-12, 1979)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cooperating Teachers, *Creative Writing, *Locus of Control, *Self Concept, Student Teacher Relationship, *Student Teachers, Teacher Education

The hypothesis tested in this study was that introspective writing will increase self-awareness and confidence in student teachers. Of particular interest was how such an exercise would change the student's perception of self, students, and the cooperating teacher with whom they were working. The test group was required to periodically write short autobiographical essays, reflections upon current experiences, and speculations on the possible future. A comparison was made at the end of the study between the test group and a control group. To some extent, the test group adapted somewhat less to their cooperating teachers than did students not exposed to the experiment. There was a slight shift from initial self-centeredness toward pupil-centeredness on the part of the test group. A few members of the test group decided not to go into teaching. It is suggested that reflective writing has possibilities as a tool for teacher education. (JD)

ED 167 543 SP 013 950

Benham, B. J.

Teacher Training: The Futile 135-Year Search for A Foolproof Formula.

Pub Date-Apr 79

Note-15p.; Paper presented at the annual conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational History, Educational Psychology, Higher Education, Schools of Education, Teacher Certification, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs, Teachers Colleges

The technical training'' tradition in teacher education originated in the normal schools and, under the pressures of national growth and expansion, was continued in the teachers' colleges and university colleges and departments of education. It is reflected in the rigid certification requirements now maintained by state legislatures and state departments of education, which in turn limit the amount of flexibility possible in the curriculum of teacher education institutions. It is reinforced by the eclectic nature of the psychology component of the curriculum and by the lack of provision in the curriculum for reflective thinking and for discussion of the fundamental assumptions upon which educational practice is based. The result is that teacher education pays more attention to the how-to-do-it'' question than to the why-we-do-it'' question, and expends more energy on what is than on what ought to be. Even major alternative teacher education curriculum model projects have failed to alter this fundamental orientation or even to challenge it. (Author/DS)

ED 167 544 SP 013 953

Using Examples and Illustrations (Cluster III-1). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Concept Formation, Experiential Learning, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Learning Theories, *Student Experience, *Teaching Skills, Validated Programs

The teacher learning module described here focuses on encouraging teachers to draw examples from students' experiences and to test the student's understanding of concepts and principles. The module covers the methods of using instruction for teaching concepts through the use of examples and illustrations. This descriptive report provides further information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 545 SP 013 954

Instructional Supervision: A Criterion Referenced Strategy. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Objectives, Elementary School Supervisors, *Evaluation Criteria, High School Supervisors, Instructional Improvement, *Instructional Materials, *Learning Modules, *Supervisory Training, Validated Programs

The learning module described here is directed to elementary and secondary school supervisors. The program described examines an approach to supervision wherein attention is directed toward the consequences of instruction rather than the means used during instruction. Included in this program description is the content, scope, and sequencing of topics. Activities and resources involved are also described, and ordering information is included. (JD)

ED 167 546 SP 013 955

Protocol Modules on Classroom Management (Overview). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Change, *Class Management, Effective Teaching, *Inservice Teacher Education, *Instructional Materials, Learning Modules, *Protocol Materials, *Teacher Behavior, Teaching Techniques, Validated Programs

The learning module described here focuses on classroom management. It is for the use of both preservice and inservice teachers. The primary focus of the modules is on increasing understanding of students, with the object of increasing teacher effectiveness in class management. Basic teaching skills and behaviors are covered. A critique of the protocol materials used in this module is provided as well as ordering information for materials used. (JD)

ED 167 547 SP 013 956

Planned Variation in Responding to Student Learning Styles - Set 3 (3 films of the 7 film Responsive Teaching Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classroom Communication, Cognitive Style, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, *Skill Development, Student Motivation, *Student Teacher Relationship, *Teacher Response, *Teaching Methods, Teaching Skills, Validated Programs

The teacher program and instructional materials described here focus on skill building in methods of responsiveness, increasing student initiative, and providing varying degrees of structure according to student needs. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 548 SP 013 957

Teaching Problems Laboratory. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Class Management, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Parent Participation, Problem Solving, Student Motivation, Validated Programs

The inservice learning module described here focuses on solving problems of classroom management, parent teacher relations, curriculum, and methodology. Topics covered in this program include evaluation of teaching and learning, grouping for instruction, controlling student behavior, relating to parents, motivating students, unit teaching, coping with teacher paper work, and choosing instructional material. Information is provided in this descriptive report on the purposes and content of the module, as well as resource ordering information. (JD)

ED 167 549 SP 013 958

Teaching 2: Cognitive Learning and Instruction. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Development, *Educational Psychology, Educational Theories, *Effective Teaching, *Inservice Teacher Education, *Instructional Design, Teaching Skills, *Teaching Techniques, Validated Programs

The intent of the teacher program and instructional materials described here is to provide teachers with knowledge of the principles underlying modern teaching technologies, with special emphasis on the contributions psychology has provided. The focus is on the knowledge and skills necessary for teachers to analyze and devise effective instruction. This descriptive report provides information on the purposes and content of the program and materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 550 SP 013 959

Instructional Product Selection Kit. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Elementary Education, *Evaluation Criteria, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Media Selection, School Personnel, Sciences, Skill Development, Textbook Selection, Textbook Standards, Validated Programs

The intent of the learning module described here is to increase users' skills in selecting effective instructional products for their classrooms. The module familiarizes users with product selection criteria and involves the user in practical demonstration of product selection. This descriptive report provides information on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 551 SP 013 960

Facilitating Inquiry in the Classroom. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiolingual Skills, *Inquiry Training, Inservice Teacher Education, *Instructional Materials, Interaction, *Learning Modules, Learning Processes, *Listening Skills, *Questioning Techniques, Student Teacher Relationship, Validated Programs, Workshops

The learning module described is for the use of inservice teachers interested in a study of the process of inquiry. It is designed for a workshop-sized group of teachers at the secondary school level but may be adapted for teachers in the middle school. The topics addressed in this product relate to the process of inquiry and include questioning and response techniques and listening techniques. The scope and sequencing of topics are outlined and the activities and resources involved in use of this module described. A critique of the product is included and also ordering and price information. (JD)

Dissemination/Diffusion Project Maury High School (Title IV-C). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Development, *Demonstration Programs, Elective Courses, *Information Dissemination, *Inservice Teacher Education, *Instructional Programs, *Nongraded System, Relevance (Education), Secondary Education, Urban Education, Validated Programs

The learning module described here focuses on the revision of secondary school curriculum as it relates to phase-elective, nongraded, flexibly scheduled instructional programs. The main purpose of the material is to make available to teachers in inner city schools materials, lectures, discussions, consultations, and visitations emanating from the Maury High School regenerative instructional program. The rationale is that other inner city schools may use the program as a guideline for their nongraded curriculum. This descriptive report provides information on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 553 SP 013 962

Deductive Strategies (Module No. I:D-3 of the Competency-Based Teacher Education Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Classroom Environment, Deductive Methods, *Educational Strategies, Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Lesson Plans, Performance Based Teacher Education, *Sequential Approach, Teaching-Styles, Validated Programs

The learning module described is for the use of both preservice and inservice teachers at the middle and secondary school level. This module deals with the concept of the advance organizer, which provides teachers with a tool that can increase their ability to induce learning from students who have wide individual differences. This is done through the sequencing of material so that it is recalled in the context of other relevant concepts. Included in this descriptive report is the scope and sequencing of topics in the module and activities and resources involved. Also included is a critique of the module and ordering information. (JD)

ED 167 554 SP 013 963

Programmed Instruction (Module No. I:D-10 of the Competency-Based Teacher Education Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Technology, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Learning Processes, Performance Based Teacher Education, *Programed Instruction, *Sequential Programs, Student Participation, Validated Programs

The module described is addressed to inservice teachers of all subject areas in the middle and secondary school levels. The goal of this module is to provide learners with sufficient knowledge about programmed instruction to enable them to implement programmed instruction in their classroom. The scope and sequencing of topics is outlined. Information about activities and resources involved in using this product is provided. A critique of the module is presented, and ordering information is supplied. (JD)

ED 167 555 SP 013 964

Inductive Strategies (Module No. I:D-2 of the series, Competency-Based Teacher Education.'') Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classification, *Concept Formation, Concept Teaching, *Inductive Methods, Inservice Teacher Education, *Instructional Materials, *Learning Modules, Learning Processes, Performance Based Teacher Education, Validated Programs

The learning module described deals with the teaching of the skill of conceptualization through the development of categories. Included are exercises at defining and identifying concepts, concept formation and attainment, comparing and contrasting meanings of statement of values, face and concept'' along with others. Included in this descriptive report is an outline of the module's content, activities and resources involved in using the module, and ordering information. A critique of the module is included. (JD)

ED 167 556 SP 013 965

Planned Variation in the Concept Formation Model Set 1 (3 films from the 7-film Responsive Teaching Series.) Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Changing Attitudes, *Concept Formation, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, Learning, Models, *Skill Development, *Teaching Techniques, Validated Programs

The teacher inservice program described here focuses on concept formation and aims at showing teachers how to help students to develop their own organization of data into groups or categories for descriptive purposes. The goals of the program are to help teachers to carry out with their students the four stages and activities in the concept formation strategy: identifying and enumerating data, grouping items of data, conceptualizing and labeling groups of data, and testing concepts. Information is provided on the purposes and content of the program and materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 557 SP 013 966

Models of Teaching. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 78

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Theories, Elementary Secondary Education, *Inservice Teacher Education, *Programed Materials, *Self Evaluation, Teacher Behavior, *Teacher Improvement, Teaching Methods, *Teaching Models, Teaching Styles, Validated Programs

The teacher program described here provides a framework in which teachers may identify and understand their own theories and styles of teaching and may become familiar and competent with a variety of teaching strategies. The seven models studied are: concept formation, concept attainment, role playing, inquiry training, synectics, simulation, and the jurisprudential model. This descriptive report provides information on the purposes and content of the program and materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 558 SP 013 967

REACT I. Computers in Education: A Survey. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Computer Science Education, Elementary Secondary Education, *Inservice Teacher Education, *Learning Modules, Programing, *School Personnel, Skill Development, Validated Programs

The school personnel program described here is designed to provide users with a basic, yet comprehensive understanding of computers their concepts, functions, and their applicability to today's education. It is intended for teachers, school administrators, curriculum specialists, and undergraduate education majors who wish to acquire computer knowledge and skills. REACT I (Relevant Educational Applications of Computer Technology) is made up of 10 program booklets. This description provides information on the purposes and content of the program as well as activities and resources involved. A critique, ordering information, and history of development are also included. (DS)

ED 167 559 SP 013 968

Planned Variation in the Concept Attainment Model Set 2 (3 films from the 7-film Responsive Teaching Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Changing Attitudes, *Concept Formation, *Concept Teaching, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Programed Materials, Validated Programs

The inservice learning module described here concerns increasing understanding, providing information, and encouraging attitude change on the part of students. The content focuses on concept attainment, i.e., showing teachers how to help pupils to use data organized by the teacher in order to determine the ``rule'' or concept used in differentiating one group from another. In this descriptive report the purposes of the module, the scope and sequencing of topics, and activities and resources involved are described. A critique of the program and ordering information are included. (JD)

REACT II: Computer-Oriented Curriculum. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Programs, *Computer Science Education, *Curriculum, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, Teachers, *Validated Programs

The inservice program described here is designed for teachers who wish to investigate how computers may be applied in various subject areas, including business education, English, mathematics, science, and social studies. Nine booklets are the basic learning tools for REACT II (Relevant Educational Applications of Computer Technology). This program description provides information on the purposes and content of the materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 167 561 SP 013 970

Instructional Strategies (Module No. I:D-1 of the Competency Based Teacher Education Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Strategies, Effective Teaching, *Inservice Teacher Education, *Instructional Materials, Learning Modules, *Performance Based Teacher Education, Teaching Styles, Validated Programs

The inservice and preservice learning module described here focuses on instructional strategies that will improve teachers' abilities to describe learning objectives in a competency-based program, to develop good technical skills, and to provide a variety of strategies for incorporation into individual teaching styles. Information is provided in this report on the purposes and content of the module as well as activities and resources involved. A critique of the program and ordering information are included. (JD)

ED 167 562 SP 013 971

Discussing Controversial Issues: An Overview of Four Lessons (Creating Open Discussion, Keeping the Discussion Focused, Analyzing Different Points of View and Ending Discussions).

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication Skills, *Group Discussion, Inservice Teacher Education, *Instructional Materials, *Learning Modules, Secondary Education, Secondary School Students, *Skill Development, Validated Programs, Workshops

The learning module described here provides systematic training for secondary school teachers and students in discussion skills. The content focuses on techniques to facilitate reflective, open inquiry into controversial issues. Methods of setting up and running workshops in group discussion are described. Information is provided on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (JD)

ED 167 563 SP 013 972

Classroom Interaction. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Classroom Participation, *Inservice Teacher Education, *Instructional Materials, Interaction, *Learning Modules, *Student Teacher Relationship, Teacher Behavior, Validated Programs

The inservice learning module described here covers the principles and processes of classroom interaction and the effect of teacher behavior on student learning. The intent of the module is to illustrate, through examples of actual classroom practice, concepts and principles of positive teacher student interaction. Information is provided in this descriptive report on the purposes, content, activities, and resources involved in use of the module. A critique of the program and ordering information are also included. (JD)

SEVTC Assessment Scales for Community Integration of the Severely/Profoundly Handicapped. Part I. Pre-Entry Screening Instrument.

Southeastern Virginia Training Center for the Mentally Retarded, Chesapeake, Va.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-77
Grant-51-P-15443/3-01
Note-31p.; For related documents, see ED 137 991, TM 006 299, and 008 420
Pub Type- Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Institutionalized Persons, *Normalization (Handicapped), *Screening Tests, *Self Care Skills, *Severely Handicapped
Identifiers-Deinstitutionalization, *SEVTC Assessment Scales for Community Integration

To promote the deinstitutionalization of mentally retarded individuals, a three-phase assessment prescription system has been developed. It conceptualizes return to the community as a series of transfers from a restrictive non-programmatic environment (phase one) through specialized short-term program-oriented rehabilitation (phase 2) to the least restrictive lively alternatives (phase 3). The Pre-Entry Screening Instrument is designed for time-efficient screening and the selection of appropriate candidates for phase two. The Instrument is used to interview a parent or a staff member who has worked with the individual for at least three months. It uses a criterion referenced response-contingent format. These skill areas are assessed: language, personal hygiene, toilet training, dressing, undressing, table behavior, and gross motor skills. Each of these areas measures individual competence in five specific subskills which are formulated as behavior statements. A skill profile chart summarizes the data gathered on the Instrument. Two accompanying data sheets are used in the interview: a Maladaptive Behavior Checklist, and an Independent Living Checklist. Background information can be collected using other data sheets. The Instrument, all data collection sheets, and instructions for administering and scoring are included. (Author/CP)

ED 167 565 TM 006 299

SEVTC Assessment Scales for Community Integration of the Severely/Profoundly Handicapped. Part IIA. Post-Entry Monitoring Instrument. Preschool Form: Ages Birth Through Eight Years. Part IIB. Post-Entry Monitoring Instrument. Adolescent Adult Form: Ages Eight Through Late Middle Age.

Southeastern Virginia Training Center for the Mentally Retarded, Chesapeake, Va.

Spons Agency-Office of Human Development (DHEW) Philadelphia, Pa. Region 3. Div. of Developmental Disabilities.

Pub Date-77

Note-51p.; For related documents, see ED 137 991, TM 006 298, and 008 420 ; Not available in hard copy due to poor print quality

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Behavioral Objectives, Behavior Change, Cognitive Development, *Daily Living Skills, Institutionalized Persons, Language Development, Motor Development, *Normalization (Handicapped), Self Care Skills, *Severely Handicapped, Social Development

Identifiers-Deinstitutionalization, *SEVTC Assessment Scales for Community Integration

To promote the deinstitutionalization of mentally retarded individuals, a three-phase assessment prescription system has been developed. It conceptualizes return to the community as a series of transfers from a restrictive non-programmatic environment (phase one) through specialized short-term program-oriented rehabilitation (phase 2) to the least restrictive living alternative possible (phase 3). The Post Entry Instrument provides a detailed observation-based assessment device for measuring behavioral change and progress during phase two. It has two forms: preschool (birth-through eight years), and adolescent/adult (ages eight through late middle age). Both forms consists of five subscales: motor development, self-help, academic/cognitive, language, and socialization. Each subscale contains a hierarchy of five levels, the lowest representing characteristic behaviors of a minimally functioning individual, and the highest describing independently functioning individuals. Each item appears as a behavioral objective. Scoring depends upon the level at which the individual performs a given item: self-initiated, with verbal, modeling or physical cue; or making no response. Both forms of the Post Entry Instrument are included, along with directions for administering and scoring. (Author/CP)

Folsom, Ralph E., Jr.

A Survey Measurement Error Model for Repeated Binary Responses.

Pub Date- 75
Note-24p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Longitudinal Studies, Reliability, *Research Design, Standard Error of Measurement, *Statistical Analysis, *Statistical Bias, *Surveys
Identifiers-*Repeated Measures Designs

In large-scale surveys, it is no longer uncommon for repeated measurements to be obtained from respondents and analyses performed to gauge the magnitiude of nonsampling errors. This is particularly true for periodic surveys and longitudinal surveys where a very large investment in data collection is made. This technical note, aimed at the analysis of repeated survey measurements, emphasizes the misclassification error aspects of the Census Bureau model for zero-one variables. Section 2 of this note presents a specification of the Census Bureau model for zero-one variables which postulates a true value'' for each potential respondent and emphasizes the misclassification aspects of the error distribution. Section 3 explores the bias and variance implications of the measurement error model for sample proportions. Section 4 presents the expectations of several measures of inconsistency introduced for repeated measurement surveys by Hansen, Hurquitz, and Pritzker. Section 5 summarizes the results, concentrating on their practical implications regarding the analysis of repeated survey measurements. (Author/CTM)

Moore, R. P. Shah, B. V.

Effects of Stratification, Clustering, and Unequal Weighting on the Variances of NLS Statistics. 22U-884-3.

Research Triangle Inst., Durham, N.C. Statistics Research Div.

Pub Date-Feb 75

Note-34p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Efficiency, Graduate Surveys, High School Graduates, *National Surveys, Reliability, *Research Design, *Sampling, Senior High Schools, *Statistical Analysis, Statistical Bias

Identifiers-National Longitudinal Study High School Class 1972

The average design effects for statistics estimated from the base-year National Longitudinal Study data are presented. Attempts to partition the effects into those due to stratification, clustering, and unequal weighting are discussed. The expected increases in subpopulation sample sizes due to oversampling are calculated and compared with the actual increases observed in the base-year survey. The effects on variances of oversampling and other factors which lead to unequal weighting are approximated and the optimum oversampling rates for several subpopulations are estimated. Several stratification variables are ranked from most to least effective in reducing the variances of survey estimates. (Author/CTM)

ED 167 568 TM 007 667

Peng, S. S. Dunteman, G. H.
A Capsule Description of the High School Class of 1972: The First Follow-Up Survey Data. NLS First Follow-Up Report No. 1. 22U-884.
Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-May 75
Contract-OEC-0-73-6666
Note-60p.; Parts may not reproduce clearly due to print quality
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Activities, Educational Experience, Educational Interest, *Graduate Surveys, *High School Graduates, Longitudinal Studies, *National Surveys, *Participant Characteristics, Participant Satisfaction, Postsecondary Education, Predictor Variables, Senior High Schools, Work Experience
Identifiers-*National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

Seniors participating in the National Longitudinal Study of the High School Class of 1972 (NLS) were surveyed in October 1973 and April 1974 as part of the first followup study. Subpopulations were classified according to sex; high school program (general, academic, or vocational); race (black, white, or Spanish American); ability; family socioeconomic status; and geographic region (northeast, north central, south, and west). The graduates were surveyed regarding current activities; marriage and family; mobility; aspirations; postsecondary educational experience; work experience; and relevancy of high school training and counseling. Sixty-eight percent of the academic program graduates were attending college, as opposed to 13% of the vocational, and 27% of the general program graduates. Racial and sex differences were also found. In October 1973, 64% of the graduates held jobs; eight percent were unemployed; and 16% were married. Sex, race, ability, and socioeconomic influences were noted. High socioeconomic status was also a predictor of mobility. Seventy-four percent expected to continue their education beyond high school; there were sex differences in choice of college major. High school counseling services were generally more helpful for college bound students. (Author/GDC)

ED 167 569 TM 007 677

Folsom, R. E. Weber, J. H.

Limited Investigation of Effects of Stratification, Clustering, Respondent Mobility, and Overlapping Schools with the 1972 Sample. 22U-884-38.

Research Triangle Inst., Research Triangle Park, N.C. Center for Sampling Research and Design.

Pub Date-Apr 76

Note-31p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Followup Studies, Graduate Surveys, High School Graduates, *National Surveys, Reliability, *Research Design, *Sampling, Senior High Schools, Statistical Analysis, *Statistical Bias, Student Mobility

Identifiers-*National Longitudinal Study High School Class 1972

Longitudinal measures of change are the most important kinds of estimates being produced from the National Longitudinal Study of the High School Class of 1972 (NLS). Several topics are presented in this report, most of which build on previous variance components analyses. The major areas covered are effects of stratification and clustering, correlations from overlapping schools in the two NLS surveys, and mobility of the NLS 1972 cohort. The effects of clustering students and stratifying schools, based on the change-variable variance components, are discussed. This methodology parallels that developed by Moore and Shah for base-year statistics. The effects of retaining some of the previous cohort sample schools for the new cohort and the advantages of a fifty percent overlap are also described. The mobility of the first cohort of sample students has direct cost implications for followup surveys. (Author/CTM)

Talbert, Robin

National Longitudinal Study of the High School Class of 1972: Critical Data Base. 22U-884.

Research Triangle Inst., Durham, N.C.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-17 May 76
Contract-OEC-0-73-6666
Note-30p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Data Bases, Graduate Surveys, *High School Graduates, Item Analysis, *Item Banks, *Longitudinal Studies, *National Surveys, Postsecondary Education, Questionnaires, Senior High Schools, Test Construction, *Test Items
Identifiers-National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

The National Longitudinal Study of the High School Class of 1972 (NLS) critical data base contains 151 items (plus background information) from the base year and followup questionnaires; about thirty-seven percent of all items. This set of critical items consists of: (1) basic demographic variables; (2) items necessary for defining activity states (occupations); (3) key items from the first and second followups; (4) base year items included in the resurvey section of the first followup questionnaire; and (5) critical items based on rankings by the National Center for Education Statistics (NCES) and a users committee formed by NCES to provide guidance in questionnaire development. The items in the critical data base, particularly those for the followup questionnaires, may be used as a check list of crucial questions to be included in future followups. Appended tables list the item numbers for each survey included in the critical data base and provide item descriptions. The relationship of the planned third followup survey to the critical data base is discussed. (Author/CP)

ED 167 571 TM 007 681

Moore, R. P. Shah, B. V.

Efficiency Study of the NLS Sample Design. 22U-884-3.

Research Triangle Inst., Durham, N.C. Statistics Research Div.
Pub Date-Oct 75
Note-39p.; Some pages marginally legible due to print quality
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Changing Attitudes, Cost Effectiveness, *Data Analysis, *Efficiency, Followup Studies, Graduate Surveys, High School Graduates, *National Surveys, Participant Characteristics, Predictor Variables, *Research Design, *Sampling, Senior High Schools
Identifiers-*National Longitudinal Study High School Class 1972, *Sample Size

An efficiency study was conducted of the sampling design used for the National Longitudinal Study of the High School Class of 1972 (NLS), and the change variables used in the first followup. Nine alternative designs were compared, using a cost model based upon the number of schools and students sampled. Fourteen change variables and eight domains defined by race, sex, and father's education were chosen for the analysis. Variance components and efficiency were calculated for each of the 238 statistics defined by the above variables and domains, for each of the nine sample designs. The average efficiencies of each design were calculated for all of the statistics, national statistics, and domain statistics. The optimal designs those with the highest efficiencies were defined as follows: (1) for national statistics, 12 students sampled per school; (2) 15 white students per school; 18 for blacks, other races, males, and females; and 21-27 for the domains defined by father's occupation; and (3) for all statistics, the current NLS design of 18 students per school. Designs which sampled nine to 27 students per school all had high efficiencies for national and domain statistics. Base-year NLS and first followup questions used to define change variables are appended. (Author/GDC)

ED 167 572 TM 007 685

Shah, B. V. Marnell, Dana

Calculation of Nonresponse-Adjusted Student Weights for Respondents to the NLS Second Follow-Up Survey. 22U-884-35.

Research Triangle Inst., Durham, N.C. Statistics Research Div.

Pub Date-Jan 76

Note-18p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Attrition (Research Studies), *Data Analysis, *Graduates, High School Students, *Longitudinal Studies, *National Surveys, *Questionnaires, Research Methodology, *Response Style (Tests), Sampling, Senior High Schools, Statistical Analysis

Identifiers-National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

The National Longitudinal Study of the High School Class of 1972 obtained data for 23,451 students, of whom 16,683 completed the base-year questionnaire; 21,350 completed the first follow-up; and 20,872 completed the second follow-up. This report describes the methodology for minimizing bias in the data which might be caused by nonresponse to such a large survey. A weighting class method was selected that involved partitioning the entire sample into classes of presumably homogeneous students. This report describes the second follow-up weight calculations, nonresponse adjustment methodology, classifier variable data, procedure for forming weighting classes, and the adjusted student weight calculations. The appended tables show the nonresponse adjustment factors for each weighting class as well as the total number of students, total number of responding students, the sum of all unadjusted weights, and the sum of the respondent unadjusted weights for each weighting class. (Author/CTM)

ED 167 573 TM 007 740

Correlation of Some Suggested Materials to the Camelot Behavioral Checklist.

Texas Education Agency, Austin. Learning Resource Center.

Pub Date-Jul 77
Note-41p.
Available from-Edmark, Associates, P.O. Box 3903, Bellevue, Washington 98009 (Camelot Behavioral Checklist only)
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adjustment (to Environment), Basic Skills, *Behavior Rating Scales, Check Lists, *Daily Living Skills, *Educational Resources, Elementary Secondary Education, *Handicapped, Individual Development
Identifiers-*Camelot Behavioral Checklist

The Camelot Behavioral Checklist, developed by Ray W. Foster, allows the evaluator to identify specific training objectives for an individual. This document contains a list of materials which may be used in the amelioration deficits determined through use of this checklist. The intent of the publication is to offer a listing of items that may be useful when providing training within these topics. It is offered to educators working with the handicapped. The major behavioral domains are: (1) self help; (2) physical development; (3) home duties; (4) vocational skills; (5) economic behavior; (6) independent travel; (7) numerical skills; (8) communication skills; (9) social behaivors; and (10) responsibility. A total of 399 skills or behavioral objectives are included in the checklist. Appended references cite the complete bibliographic information for all porfessional materials. A list of 35 vendors or publishers and their addresses is also provided. (CTM)

Fletcher, Jerry L.

Improving the Availability of Data in Education: The Federal Role.

Pub Date-29 Mar 78

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Data Bases, Data Collection, *Educational Assessment, Educational Research, *Evaluation Methods, *Evaluation Needs, Evaluators, Federal Government, *Futures (of Society), Government Role, *Program Evaluation, Research Utilization

Questions are raised about the future of research and development evaluation. Without a set of overarching policy questions or theoretical questions, evaluation data are simply not cumulative and cannot be organized into any data base. Education has never been a data-based enterprise. The meaning of evaluation should be broadened to include the generation of systematically collected information relevant to policy decisions about programs, and the development of models to improve understanding of problems and interventions. Evaluation should adapt to the life cycle of the program. A series of small, single-objective, studies may be more useful than a single large and complex study. The plans for evaluation should be negotiated with all the interested parties and the results should be addressed to the interests of all these groups and effectively synthesized. The federal government is likely to support large data banks and efforts to synthesize evaluation data, and to reduce support for evaluation of separate projects. (Author/CTM)

ED 167 575 TM 008 237

Hambleton, Ronald K. Eignor, Daniel R.
Guidelines for Evaluating Criterion-Referenced Tests and Test Manuals.
Pub Date-Mar 78
Note-17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Criterion Referenced Tests, Elementary Secondary Education, *Evaluation Criteria, *Specifications, *Test Construction, Testing, *Test Reviews, *Test Selection

Guidelines for evaluating criterion-referenced tests and test manuals are proposed and applied to a sample of popular commercially published tests. The well-known Test Standards published by a joint committee of professional societies is helpful, though not completely applicable, and was used together with other sources in the preparation of an evaluation form. This form is designed to be useful to both users and developers of criterion referenced tests. The 39 guideline questions were applied to 11 tests. Among the common weaknesses found were: (1) lack of domain specifications; (2) no indication of the qualifications of the individuals who prepared the test objectives; (3) possible content bias due to the use of item analysis in test construction; (4) inadequate information about test reliability; (5) lack of information about the rationale for cutting scores; (6) not enough information about error in test scores; and (7) no information about factors affecting the validity of scores. Suggestions for improving the guidelines are encouraged. (Author/CTM)

ED 167 576 TM 008 257

Behar, Lenore Stringfield, Sam
Manual for the Preschool Behavior Questionnaire.
Pub Date-74
Note-17p.; For related documents, see EJ 104 675 and 171 748
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Aggression, Anxiety, Average Students, *Behavior Rating Scales, Emotionally Disturbed Children, *Emotional Problems, Factor Analysis, Hostility, Hyperactivity, *Norms, Preschool Education, Racial Differences, Sex Differences, *Test Validity
Identifiers-*Preschool Behavior Quest (Behar and Stringfield), Test Manuals

The development, norming, and validation of the Preschool Behavior Questionnaire (PBQ) are described. The questionnaire was developed to be a screening instrument for use by mental health professionals for the early detection of children's behavior problems. The scale was standardized on a group of preschoolers aged three to six, including male and female and black and white children. The PBQ is a modification of an English checklist with additional questions from a variety of sources. Significant differences were found between mean scores for 496 children from preschools for the general public and 102 preschoolers in programs specifically for emotionally disturbed children. A factor analysis of the 36 items yielded a three factor solution. The factors were labeled: (1) Hostile-Aggressive; (2) Anxious-Fearful; and (3) Hyperactive-Distractable. After analysis the questionnaire was shortened to 30 items. Males scored higher than females and blacks scored higher than whites. Administration and scoring are described and norms are given. It is recommended that any child scoring above the 90th percentile on the total or on any of the three subscores should be considered for further examination. (Author/CTM)

ED 167 577 TM 008 260

Brennan, Robert L.

Some Applications of Generalizability Theory to the Dependability of Domain-Referenced Tests. ACT Technical Bulletin No. 32.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date-Apr 79

Note-79p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979); Not available in hard copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Analysis of Variance, Cost Effectiveness, *Criterion Referenced Tests, Cutting Scores, *Mastery Tests, Norm Referenced Tests, Scores, *Standard Error of Measurement, Statistical Analysis, Test Construction, *Test Interpretation, *Test Reliability

Identifiers-*Classical Test Theory, *Domain Referenced Tests, Generalizability Theory, Signal Noise Ratios

Using the basic principles of generalizability theory, a psychometric model for domain-referenced interpretations is proposed, discussed, and illustrated. This approach, assuming an analysis of variance or linear model, is applicable to numerous data collection designs, including the traditional persons-crossed-with-items design, which is treated extensively here. It is shown that the appropriate error variance for domain-referenced interpretations is at least equal to and usually greater than the error variance for norm-referenced interpretations. Also, it is shown that two indices, error variance and signal/noise ratio, can be developed to reflect the dependability of a domain-referenced testing procedure. These indices are interpretable in several complementary ways, and they are easily compared with generalizability coefficients. In this paper, consideration is given not only to theoretical results but also to estimation procedures, illustrative examples, extensions to multiple facet designs, and recommendations for researchers and practitioners. Problems concerning loss functions and the setting of cutting scores are discussed. It is argued that differences between norm-referenced and domain-referenced tests are differences in score interpretation, whereas test development procedures define different domains. Venn diagrams are used to explain concepts. (Author/CTM)

ED 167 578 TM 008 274

Profiles of School District Performance, 1977-78: A Guide to Interpretation.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date-78
Note-54p.; For related document, see TM 008 422
Available from-California State Department of Education, State Education Building, 721 Capitol Mall, Sacramento, California 95814 (no charge)
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, Achievement Tests, Basic Skills, Elementary Secondary Education, *Norms, *School Districts, Scores, *State Programs, *Testing Programs, *Test Interpretation, Test Results
Identifiers-California, *California Assessment Program

The profiles of the California Statewide assessment program permit comparison of a district's test performance with that of previous years and of other districts. After a brief explanation of the tests' development, content, administration, and limitations, this interpretive guide explains how the results are displayed in the district profiles. A sample profile from a fictitious school district is included to illustrate the five sections of the profile. Section A, district mean score, reports average percent of questions answered correctly in the district for reading in grades 2, 3, 6, and 12, and for written expression, spelling, and mathematics in grades 6 and 12; section C is a parallel report of scores for the past 3 or 4 years. The comparison band in section B is the percent correct score range in which similar districts scored. The similarities among districts are determined by using the background factors listed in section D, such as socioeconomic status and previous achievement. Background factors not used to develop score bands but useful for appraising a school district's operating conditions appear in section E. Questions and answers about the program are presented, as well as percentile ranks for district mean scores and for background factors. (Author/CP)

ED 167 579 TM 008 286

Coker, Joan G. Coker, Homer

A Study of Student Teaching Using Direct Observation.

Pub Date-Oct 78

Note-16p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (Biloxi, Mississippi, October 26-28, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Classroom Observation Techniques, *Effective Teaching, Elementary Education, Evaluation Criteria, Higher Education, Student Teacher Relationship, *Student Teachers, *Teacher Behavior, *Teacher Evaluation, *Teaching Skills, Test Reliability, Test Validity

Identifiers-*Georgia Assessment of Teacher Effectiveness

Thirty-three student teachers were observed in elementary school classrooms to determine if they manifested 16 interactive behaviors identified as desirable by college of education faculty. Teaching assistants used the Georgia Assessment of Teaching Effectiveness (GATE), an instrument which requires the observers to objectively record, but not judge, classroom events occuring during a five-minute period. Test developers selected items from the GATE which reflected each of the 16 identified behaviors. An analysis of variance permitted investigation of the reliability of GATE clusters of items which were descriptors of the identified behaviors. Findings were based upon statistical analysis of individual and group profiles generated by computer across each of the 16 behavior statements. Reliability estimates showed that GATE paralleled 14 of the 16 behaviors, thus implying that this instrument can be used to validate the classroom interactive portion of a student teaching program. The 16 GATE items and 13 behaviors not measured by the GATE are included. (CP)

ED 167 580 TM 008 289

Cooley, William W. Leinhardt, Gaea

The Instructional Dimensions Study: The Search for Effective Classroom Processes. Final Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Note-109p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Achievement Gains, Classroom Observation Techniques, *Compensatory Education Programs, *Effective Teaching, *Elementary School Curriculum, Grade 1, Grade 3, Individualized Instruction, Primary Education, Program Evaluation, Research Methodology, *Success Factors, Teaching Techniques, Time Factors (Learning)

Identifiers-California Test of Basic Skills, *Instructional Dimensions Study

To evaluate classroom processes for teaching basic reading and mathematics, particularly individualized instruction in the context of compensatory education, a model of classroom processes was applied to disadvantaged children from 400 schools, grades one and three. The model specified that criterion performance is a function of initial student performance and four classroom processes: opportunity, motivators, instructional events, and structure. Criterion performance was measured by achievement gains on the Comprehensive Test of Basic Skills. A list of observable and measurable variables for each process was identified. Opportunity was the most powerful predictor of achievement gain. The most important findings for policy makers are the lack of clear evidence regarding the superiority of individualized instruction for compensatory education, and the insignificant relationship between extent of pull-out instruction and achievement. The strongest predictor of achievement gains, opportunity, refers to the degree of overlap between what was taught in a specific classroom and end-of-year achievement test content, as estimated by the teacher and by curriculum content analysts. The data imply that what is taught is more important than how. The appendix includes a rationale for the four processes and their respective variables, commonality analysis results, and correlations with gain for each predictor variable. (CP)

ED 167 581 TM 008 298

Maraschiello, Richard F. Prusso, Kenneth W.

Prekindergarten Head Start Evaluation. Year End Report. 1977-1978. Report No. 7916.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Oct 78
Note-73p.; Parts may be marginally legible due to type
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Child Development, Classroom Observation Techniques, *Compensatory Education Programs, Disadvantaged Youth, *Educational Methods, Educational Objectives, Federal Programs, Parent Participation, Preschool Education, *Preschool Programs, School Health Services, Social Services, Staff Improvement
Identifiers-Pennsylvania (Philadelphia), Philadelphia School District PA, Project Head Start

The Prekindergarten Head Start (PKHS) program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). All program components: education, social service, health and nutrition, staff development, and parent involvement performed as expected. Data from classroom observations indicate activities involving the following developmental categories were most often addressed: social interaction/rapport, language/vocabulary, and fine motor manipulation. A comparison of the developmental status (as reported on the Developmental Behavior Checklist) of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than the total prekindergarten population. Seventy-four percent of the PKHS population received physical exams and developmental histories. Social service workers made 6,030 family contacts focusing on attendance and recruitment. Approximately 85% of the PKHS Instructional staff attended staff development workshops. Respondents indicated that the workshops had greatest impact in two areas: basic skills and suspected child abuse and neglect. Seventy-eight percent of 565 parents attended at least one meeting, activity, or workshop during the year. All data collection instruments are appended. (Author/CP)

ED 167 582 TM 008 300

Final Evaluation Report 1976-77. Systemwide Evaluation. Publication Number: 76.70.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Jul 77

Note-127p.; For related document, see TM 008 301; Not available in hard copy due to marginal legibility of original document

Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Achievement Gains, *Basic Skills, Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, Mathematics, National Norms, Program Descriptions, Reading Achievement, *Testing Programs

Identifiers-*Austin Independent School District TX, Texas (Austin)

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report describes the system-wide evaluation data for the school year 1976-77, which demonstrate improved performance in the basic skills areas of reading and mathematics, including reading in other subject areas. The results are presented in detail. Overall, achievement in the basic skills was shown to have improved over the previous year. (Author/CTM)

Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Jun 77

Note-378p.; For related document, see TM 008 300; Not available in hard copy due to marginal legibility of original document

Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Achievement Tests, *Basic Skills, *Educational Assessment, Elementary Secondary Education, Mathematics, National Norms, Program Descriptions, Reading Achievement, *Testing Programs

Identifiers-*Austin Independent School District, TX, Boehm Test of Basic Concepts, Metropolitan Readiness Tests, Sequential Tests of Educational Progress, Texas (Austin)

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report consists of four appendices, one for each of four test batteries: California Achievement Tests, Sequential Tests of Educational Progress, Boehm Tests of Basic Concepts, and Metropolitan Readiness Tests. Data are provided in detail. Brief comments describe the meaning of the results, compare scores with the previous year, and identify strengths and weaknesses in the school program. (CTM)

ED 167 584 TM 008 303

Final Evaluation Report. 1976-1977 Project P.A.V.E. Evaluation. Publication Number: 76.57.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date-30 Jun 77
Note-60p.; Best copy available
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Counseling Effectiveness, *Educational Assessment, Educational Objectives, Program Planning, Senior High Schools, *Special Education, Vocational Counseling, *Vocational Education
Identifiers-*Project PAVE

Project P.A.V.E., serving senior high schools in Texas, focused on four areas crucial to the education of handicapped students: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. This report describes the administrative arrangements of the program, and evaluates the results of the program for 1976-77, largely in comparison with stated goals and with the previous year. The evaluation focused on the viability of the program and efforts to systematize decision making. Twenty-five out of 27 activity objectives were successfully implemented during this year. (CTM)

ED 167 585 TM 008 305

Final Technical Report 1976-1977. State Compensatory Education: Publication Number: 76.60.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date-30 Jun 77
Note-278p.; For related document, see TM 008 306 ; Parts marginally legible due to print quality; Best copy available
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$15.30 Plus Postage.
Descriptors-Academic Achievement, Achievement Gains, Basic Skills, Bilingual Education, *Compensatory Education Programs, Elementary Secondary Education, Evaluation Criteria, Federal Programs, *Program Attitudes, *Program Planning, *State Programs
Identifiers-Texas

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Evaluation focused on thirty decision questions. This document describes test administration, and tabulates the results of the sixteen instruments used to collect data regarding these questions. Two of the instruments were standardized tests (California Achievement Tests and Boehm Test of Basic Concepts). The remaining instruments were developed by the school district to interview, survey, or observe principals, teachers, students, and other SCE personnel. Some of the instruments are included, and the evaluation questions relevant to each instrument are discussed. (CP)

ED 167 586 TM 008 306

Final Evaluation Report 1976-77. State Compensatory Education. Publication Number 76.61.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-30 Jun 77

Note-132p.; For related document, see TM 008 305; Some tables may not be legible due to small print size in original document

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Academic Achievement, Achievement Gains, Basic Skills, *Compensatory Education Programs, Elementary Secondary Education, Institutional Characteristics, *Program Attitudes, *Program Planning, School Involvement, *State Programs

Identifiers-Elementary Secondary Education Act Title I, Texas

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Because of the diversity of programs planned by the ten schools in the basic skills component and the four schools participating in the bilingual component, the SCE evaluation was not objectives-based; instead, it focused on thirty decision questions regarding the program's potential for generalization to other funding sources and other schools, since refunding of SCE was unlikely. Most of the questions addressed the planning of SCE programs and staff development workshops, implementation (in general and by individual schools), and the role of area directors and instructors. Several questions dealt with academic achievement as measured by the California Achievement Tests and the Boehm Test of Basic Concepts. The remaining questions involved attendance, student attitudes, and use of SCE instructional materials. (CP)

ED 167 587 TM 008 311

Finch, F. L.

A Taxonomy for Competency Programs.

Pub Date-Oct 78

Note-16p.; Paper presented at the Topical Conference of the American Educational Research Association (2nd, Washington, D.C., October 12-14, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Basic Skills, Educational Problems, Elementary Secondary Education, *Minimum Competency Testing, *Performance Based Education, Performance Tests, Relevance (Education), Semantics, *Skills, Taxonomy, *Test Interpretation, Test Items

To consolidate the diversity of opinion about the definition of competency, an operational definition and skills classification matrix is presented. Although most people agree that competency tests should measure student ability to transfer academic training to life situations, the fact that life skills and school skills represent different domains creates semantic problems. Competency can be defined as the ability to use a specific skill or set of skills to meet the needs of a specific situation. The dimensions suggested here enabling skills, and context in which they are applied provide a two-dimensional matrix. Matrix rows can identify skills which may be classified as content areas (reading, mathematics); columns can identify application of these skills to academic performance, job requirements, or everyday situations. Skills and context can also be classified narrowly to analyze definitions of competency or items on existing tests. Use of the matrix avoids the need to decide whether competency tests, in general, measure school-developed skills or life-related abilities. After defining context and describing skills, the final step of competency evaluation is deciding how skills should be measured (tests, observation, product evaluation, etc.), and how much is enough. (CP)

Instruments for Assessing Selected Professional Competencies for Home Economics Teachers. By Home Economics Teacher Educators.

Iowa State Univ. of Science and Technology, Ames.
Spons Agency-American Vocational Association Washington, D.C.; J.C. Penney Co., Inc., New York, N.Y.
Pub Date-78
Note-418p.; For related document, see ED 109 480
Available from-Iowa State University Press, South State Avenue, Ames, Iowa 50010 (ISBN Number 0-8138-0995-9, $13.75)
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Home Economics Education, Home Economics Skills, *Home Economics Teachers, Performance Based Teacher Education, Secondary Education, Student Evaluation of Teacher Performance, *Teacher Evaluation, *Teaching Skills, *Test Reviews

Home economics teachers submitted the teacher evaluation instruments presented in this publication to a team of home economics teacher educators. The team judged the measures to be functionally related to teacher competency statements developed at a national workshop. Competency statements are organized by topic: educational philosophy, professional role, program planning, educative process, and research. Each topic contains from two to six statements which are operationalized by indicators desired teaching skills. Each indicator is referenced to the instrument which attempts to measure it. The bulk of this publication contains copies of the forty-eight instruments. Each is prefaced by a one-page outline of its purpose, description, population, validation, selected references, and availability. The instruments vary in level of conceptualization, stage of development, and amount of reportable documentary data. (CP)

ED 167 589 TM 008 341

Abramson, Theodore Gass, Steven

Instructional Support System Occupational Education II. ISSOE Teacher Assessment Guidelines.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Report No.-CASE-22-78

Pub Date-Sep 78

Grant-VEA-78-3C-878

Note-46p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Affective Objectives, Behavioral Objectives, Cognitive Objectives, Criterion Referenced Tests, Educational Assessment, *Educational Objectives, Occupational Tests, *Performance Tests, Psychomotor Objectives, *Scoring, Secondary Education, *Test Construction, *Testing, *Vocational Education

Identifiers-Perceptual Objectives

A detailed and condensed discussion describes the process of test item preparation in general, with special application to the measurement of learning in occupational education. Because the Instructional Support System Occupational Education (ISSOE) has as a policy a emphasis on input from teachers, these guidelines have been prepared to assist teachers to contribute high quality test items and assessment procedures. The first phase in the process is the statement of behavioral objectives in the four domains: cognitive, psychomotor, perceptual, and affective. Examples of various kinds of test items are given and discussed, and matched to objectives classified under knowing and understanding, doing (including both psychomotor and perceptual tasks), and being (affective). Suggestions or rules are given for constructing items that will match the stated objectives, including rules for multiple-choice, true-false, matching, completion, short answer and essay questions. Performance measures are also described, together with scoring methods. Identification tasks are discussed. Suggestions are made for measures in the affective domain. Finally, procedures are given for assessing the assessment, including a checklist for that purpose. (CT,)

ED 167 590 TM 008 347

Donlon, Thomas F. Fitzpatrick, Anne R.

The Statistical Structure of Multiple-Choice Items.

Pub Date- Oct 78

Note-33p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Complexity Level, *Confidence Testing, Guessing (Tests), *Item Analysis, Multiple Choice Tests, *Scores, *Scoring Formulas, Senior High Schools, Test Construction, Test Interpretation, *Weighted Scores

On the basis of past research efforts to improve multiple-choice test information through differential weighting of responses to wrong answers (distractors), two statistical indices are developed. Each describes the properties of response distributions across the options of an item. Jaspen's polyserial generalization of the biserial correlation coefficient is suggested as an index of relationship between item distractors and a criterion, and a modified form of Shannon's uncertainty measure is proposed to assess the information potential of the frequency distribution across the incorrect item options. It is suggested that these indices be used to determine whether informational gains are likely to be achieved through differential weighting of item distractors. It is also suggested that they be applied to the distributions of non-right responses only, to remove the effect of the basic measurement potential of the items when dichotomously scored. Empirical results are presented which compare these indices to the difficulty and discrimination parameters of traditional item analysis, using response data from verbal and mathematical subtests of the Scholastic Aptitude Test. These item-type comparisons are used to evaluate the analytic effectiveness of the proposed statistics. Applications to further work in differential response weighting are discussed. (Author/CP)

Lewis, Jack L.

Problems Encountered in Conducting an Assessment of Educational Needs in Selected Ohio School Districts.

Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Problems, *Educational Needs, Elementary Secondary Education, Financial Problems, *School Districts, State Surveys, Student Needs, Testing Problems
Identifiers-Ohio

Five Ohio school districts, both large and small, participated in a year-long needs assessment study, following activities specified in the Ohio Needs Assessment Guidelines. Following interviews with the needs assessment coordinator at each district, researchers summarized problem areas related to each of 15 activities corresponding to the eight major steps of the Guidelines. Activities were considered problematic if their completion required more time, money or professional expertise than anticipated, or did not conform to procedures specified in the Guidelines. Activities frequently cited as problems were: (1) obtaining a reasonable response rate for the community survey; (2) identifying goals; (3) determining sub-goals; and (4) preparing the survey instrument. Despite the fact that districts had access to consultants, state grants to cover costs, and Guidelines, the needs assessment was difficult, expensive, and time consuming. The importance of setting goals, committing time and money, hiring a consultant, and training a staff member to coordinate needs assessment were recommended. (Author/CP)

ED 167 592 TM 008 365

McGranahan, Pamela

Implications of Client Demands for R&E Activities.

Pub Date-Mar 78

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrative Personnel, Data Collection, Elementary Secondary Education, *Evaluation Needs, *Historical Reviews, *Research Coordinating Units, *Research Needs, *School Districts, School Superintendents

Potential clients for centralized school district organizations with formal responsibilities for research and evaluation include societies, federal and state governments, boards of education, superintendents, other administrators, principals, and teachers. Not all clients are equal. An historical review of the evaluation literature supports the proposition that some research and evaluation unit (R&E) clients are served more directly than others; that this service to particular clients is in response to their demands; and that service to all clients is shaped by the demands of the most direct clients. Historically, superintendents were the most directly served clients; in responding to their administrative needs, R&E units engaged primarily in data collection activities. Despite federal and state evaluation requirements mandated by the Elementary and Secondary Act R&E units may still be engaged primarily in data collection activities (such as the reporting of norm referenced test scores) rather than in evaluation activities. It is likely that instructional clients such as teachers and project directors will be less directly served than administrative clients. (Author/CP)

Felix, Joseph L.

Commitment to Instructional Clients for R&E in the Cincinnati School System.

Pub Date- Mar 78
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, *Evaluators, *Institutional Autonomy, Models, Needs Assessment, Public School Systems, *Staff Role
Identifiers-*Cincinnati Public Schools OH, *Context Input Process Product Evaluation Model, Ohio (Cincinnati)

Beginning in 1970, the Cincinnati Public Schools experienced a shift in emphasis from centralized evaluation to local school program development and evaluation. Three functional models currently operate to evaluate three programs: Title I, alternative integration, and disadvantaged students. Each is distinguished by the level of trust existing between local school and central administration. The models conform to Stufflebeam's CIPP model which involves four evaluation stages: (1) context (needs assessment); (2) input (selecting alternatives for meeting goals); (3) process (implementing the program); and (4) product (evaluating goals). The Local School Evaluator (LSE) is a centrally based but locally functioning specialist whose services can be explained within the CIPP framework. Process-product services include interpreting basic skill mastery reports, Title I school profiles, and data from alternative programs. Context-input services include standardized test item analyses, interpreting the annual school and community survey, and comparing results to previous years. (Author/CP)

Inglis, Sandra Cheldelin

The Development and Validation of an Instrument to Assess Teacher Invitations and Teacher Effectiveness as Reported by Students in a Technical and General Post-Secondary Educational Setting.

Pub Date-29 Mar 78
Note-106p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) ; Marginally legible due to light type
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Academic Achievement, *Effective Teaching, Factor Analysis, General Education, Junior Colleges, Self Concept, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, *Teacher Behavior, Teaching Styles, Technical Education, *Test Construction, Test Items, Test Reliability, Test Validity
Identifiers-*Invitational Teaching

An instrument to measure student reports of perceived teacher invitations and of teacher behaviors traditionally considered effective was developed and validated. Invitational (I-type) factors and effective (E-type) factors were correlated with academic achievement. Scale items were suggested by the literature, and then rated and categorized by expert judges. The revised instrument identified five factors: Caring, Respect, Course Organization, Interpersonal Contact, and Learning Environment. The first two factors identified I-Type teacher behaviors, the latter three identified E-Type behaviors. The reliable and valid instrument, containing 26 I-Type and 24 E-Type items was administered to technical college students. Significant positive relationships were found between: (1) I-Type and E-Type teacher behaviors as perceived and reported by students; (2) teacher behaviors and student reports of course grades; (3) teacher behaviors and student reports of how hard they worked in the course; (4) teacher behaviors and student reports of how much they learned in the course; and (5) teacher behaviors and type of curriculum taught. Students perceived general education instructors as higher I-Type and E-Type teachers than technical education instructors. Test items are included. (Author/RD)

ED 167 595 TM 008 368

Griffore, Robert J.

Fear of Success: Its Measurement and Its Impact On College Students' Academic Performance.

Pub Date-Mar 78

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, *College Students, Complexity Level, *Expectation, *Fear of Success, Higher Education, *Performance Factors, *Sex Differences, Student Motivation

Identifiers-Debilitating Anxiety Scale (Alpert and Haber), Fear of Failure, Fear of Success Questionnaire (Pappo), Fear of Success Scale (Zuckerman and Allison), Horner (M)

Two experiments were conducted to determine: (1) whether fear of success, as measured by three different instruments, interacts with subjects' expectancies of success to affect performance on exams in college courses; (2) whether fear of success can be clearly distinguished from fear of failure; and (3) whether males and females differ on fear of success. In the first experiment, using 68 graduate students, scores on only one fear-of-success instrument interacted with expectancies in the hypothesized direction, but on the second experiment, using 68 undergraduates, this interaction was not obtained. Fear of failure was found to be related independently to exam performance in the first experiment, however. While positive correlations were not consistently found between the three fear-of-success measures, all three were positively and significantly correlated with fear of failure. Males and females did not significantly differ on fear of success. (Author/GDC)

ED 167 596 TM 008 369

Moskowitz, Joel M. Hoepfner, Ralph

Assessing Family Economic Status From Teacher Reports.

Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Economic Status, Elementary Education, Family Characteristics, *Family Income, *Informal Assessment, Parental Background, *Predictive Validity, *Predictor Variables, Socioeconomic Status, Student Characteristics, *Teacher Attitudes
Identifiers-Missing Data

The utility of employing teacher reports about characteristics of students and their parents to assess family economic status was investigated using multiple regression analyses. The accuracy of teacher reports about parents' educational background was also explored, in addition to the effect of replacing missing data with logical, mean, or modal substitutions. Results indicated that although teacher reports were reasonably accurate, their utility in estimating family economic status was limited. Substitution for missing data did not adversely affect the accuracy of prediction. Suggestions were made for additional teacher report items that are more directly related to economic status. (Author/GDC)

ED 167 597 TM 008 370

Atkinson, John W.

Theory and Motivational Psychology.

Pub Date-28 Mar 78
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Ability, *Academic Achievement, *Behavior Theories, Educational Trends, Higher Education, *Motivation, Performance Factors, Research Needs, *Student Motivation, *Testing
Identifiers-Test Score Decline

Motivational psychology and test theory are compared in this discussion, which focuses on distinguishing the effects of motivation and of ability on test performance and educational achievement. Recent theory in achievement motivation considers the motivational significance of future goals as they affect present activities that are instrumental in attaining the future goal. Motivation influences behavior in two ways. First, it controls the way an individual allocates time among different activities. Secondly, the strength of motivation influences the efficiency of performance in a way that is most simply described by an inverted U-shaped curve. Large scale studies of this effect on student performance on ability, intelligence, and aptitude tests are needed. Motivational theory may account for two current phenomena: the decline in college entrance examinations scores, at the same time that college grade point averages are rising. Motivation to attend college peaked in the late 1960's, and declined between 1972 and 1975, when job prospects after graduation appeared to be limited. Current college students are very much grade-conscious, and face stiff competition. Today's students may be both more able and more highly motivated than ever. Systematic experimental study by the testing agencies is needed. (GDC)

ED 167 598 TM 008 371

Goldberg, Zandra S. Spartz, James L.

The Use of Longitudinal Analysis to Identify More and Less Effective Schools.

Pub Date-Mar 78

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, *Educational Resources, Elementary Education, Expenditures, Family Income, Family Influence, Multiple Regression Analysis, *Predictor Variables, *Program Effectiveness, School Policy, *School Support, Socioeconomic Background, Success Factors

Identifiers-Delaware, *School Evaluation

Three longitudinal studies of student achievement test data were conducted to examine the extent to which the variation in student achievement can be explained by differences in student background (including socioeconomic and prior achievement data) and school resources. This model assumes that achievement test performance may be predicted by these factors plus the effectiveness of the school program. Data were analyzed by school, and included means of aptitude and achievement test scores, student background data, and school resource information. Students were tested in first, fourth, and eighth grades. One study compared student achievement from fourth to eighth grade, while two studies compared achievement from first to fourth grade. It was concluded that longitudinal analysis of these data can identify schools whose achievement appears to be above or below expectancy, but the results of one study are not reliable so it is essential that a replication study be conducted. However, where the data for the study included data from both elementary schools and middle schools, this method was not successful in identifying effective schools. (Author/CTM)

ED 167 599 TM 008 374

Legg, Sue M. Webb, Jeaninne N.

The Impact of the College Level Examination Program: A Four-Year Study.

Florida Univ., Gainesville, Office of Instructional Resources.

Pub Date-77

Note-22p.; Best copy available

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, *Academic Standards, College Credits, College Freshmen, *Cutting Scores, *Equivalency Tests, Grade Point Average, Grade Prediction, *Graduation, Higher Education, Persistence, *Predictor Variables

Identifiers-*College Level Examination Program, Florida

The College Level Examination Program (CLEP) had a substantial impact upon the Florida State University System. Over 42% of the beginning freshmen in 1972 took CLEP examinations and over 38% received credit for passing one or more examinations with a score above the national 50th percentile. These freshmen received an average of 27 quarter-hours

credit. A comparison was made of a group of 870 students who had taken CLEP and a group of 424 other students matched according to Florida Twelfth Grade Test scores. The two groups were found to have similar grade point averages and to have carried the same number of credit hours, but 66 students (15%) of the CLEP group graduated in 3 years whereas only one of the other group had. Also, a larger percent of the other group withdrew before graduation. Students who received credit for CLEP were less likely to experience academic difficulties then were those who took CLEP examinations but did not receive credit. The author concluded that the 50th percentile was a liberal cutoff score for University of Florida students; the CLEP examinations identified a group of highly motivated students; and CLEP credit alone did not insure an accelerated graduation date. (Author/CTM)

ED 167 600 TM 008 380

Downey, Ronald G. Duffy, Paul J.
Review of Peer Evaluation Research. Technical Paper 342.
Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Pub Date-Oct 78
Note-40p.; Best copy available
Pub Type- Information Analysis (070)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adults, Bias, *Evaluation Methods, Group Structure, Higher Education, Military Personnel, *Peer Evaluation, Peer Relationship, *Personnel Evaluation, Reliability, *Validity

Peer evaluation research was reviewed from three major perspectives validity, methodology, and situational factors. Most of the studies focused on either concurrent or predictive validity in a military training situation. Evaluation criteria included leadership potential, promotion potential, personality traits, and supervisory skills. Substantial validity was generally found, with correlation coefficients in the .30 to .50 range. Reliability and validity of different evaluation methods (rating, ranking, nominations, and combinations of these techniques) did not vary substantially. Evaluation methods did, however, differ in feasibility and acceptability, the latter largely a function of familiarity with the evaluation procedure and perceived difficulty. Situational factors have documented and potential effects which developers and users of peer evaluation should recognize. These factors include group size, informal group structure, demographic characteristics, group boundaries, hierarchical characteristics, friendship, length of association, and types of interaction. Although many issues surrounding peer evaluation or associate evaluation remain unresolved, evidence suggests they are a powerful tool in discriminating complex human behavior. (Author/CP)

ED 167 601 TM 008 383

Maier, Milton H. Fuchs, Edmund F.

Differential Validity of the Army Aptitude Areas for Predicting Army Job Training Performance of Blacks and Whites. Technical Paper 312.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Pub Date-Sep 78

Note-29p.; Best copy available

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, *Aptitude Tests, Blacks, Caucasians, Enlisted Personnel, Military Training, Personnel Selection, *Predictive Validity, *Racial Differences, Task Analysis, Task Performance, Test Bias, *Test Validity, *Vocational Aptitude

Identifiers-*Army Classification Battery

Validation studies were conducted on nine revised aptitude areas of the Army Classification Battery (ACB) to determine whether ACB scores provided an equitable indication of the qualifications of blacks and whites for training in major groups of Army jobs. The aptitude areas were: combat, field artillery, electronics repair, operators and food, surveillance and communications, mechanical maintenance, general maintenance, clerical, and skilled technical. The validity of these aptitude scores was compared by a three-step analysis, to job training scores (final course grades) for 12,355 whites and 1,772 blacks. (1) Comparison of ACB scores of whites and blacks showed sizeable differences. (2) Aptitude area scores correlated highly with counterpart training scores for both races. (3) For six of the eight major job areas, both white and black trainees were selected appropriately for their job categories. It was concluded that the scores were valid enough to justify their uses in identifying more effective personnel; furthermore, a regression analysis indicated that ACB scores have equivalent meaning for both races. (Author/CP)

ED 167 602 TM 008 392

Basic Life Skills: Results Manual. Package Nos. 12 through 17.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Apr 78
Contract-OEC-0-74-0506
Note-362p.; For related document, see ED 139 819 ; Not available in hard copy due to poor reproducibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Results Manual only, Stock Number 017-080-01846-2, $1.60)
Pub Type- Numerical/Quantitative Data (110) () - Tests/Questionnaires (160)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Basic Skills, Career Development, Consumer Protection, Daily Living Skills, *Educational Assessment, Family Management, Grade 11, *Grade 12, Health Education, High School Students, Interpersonal Competence, *National Competency Tests, National Surveys, Senior High Schools
Identifiers-*National Assessment of Educational Progress

This test manual presents the full results of the National Assessment of Educational Progress (NAEP) survey of 1,300 17-year-old students on performance in five major basic life skills: (1) personal finance and consumer protection; (2) health maintenance; (3) interpersonal competence; (4) family responsibility; and (5) career development. In addition, some items measure citizenship and community resources. Mathematics, reading, and writing skills were excluded, since separate assessments are devoted to them. Tables display the survey results nationally, by region, and by sex; results for 17-year-olds in grade 11 are displayed separately. The first row contains the NAEP exercise number, the exercise part, and the correct response label (key). Row 2 contains the percentage of correct responses. Row 3 shows the standard error of the percentage. Adjustments have been made for low response rates in the latter half of each of the six test booklets. The six test booklets and corresponding answer sheets are also included. They can be used as discrete exercises for local assessment or as a controlled replication of the NAEP survey. If replication is the intent, reference to the Results Manual is essential. (CP)

ED 167 603 TM 008 396

A Survey of Testing Practices Among Post-Secondary Institutions in Washington State 1978.

Pub Date- 78

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Admission, *College Entrance Examinations, *College Placement, Colleges, Community Colleges, Educational Testing, Equivalency Tests, Higher Education, *School Policy, *Student Testing

Identifiers-*Washington, Washington Precollege Testing Program

This survey, administered in March 1978, gathered data about current testing practices among post-secondary educational institutions in the state of Washington. The data concern the admission and placement of students who have had little or no post-secondary education. Data are presented in tables under the following headings: (1) Testing Requirement for Admission; (2) Testing Course Placement Cutoff Scores; (3) Testing Course Scheduling Advising Only; (4) Test Utilized; and (5) Testing Program Entrance Minimum Standards. A few general conclusions are made. Most colleges include testing as a secondary requirement of the admission process. Testing for couse placement is more common in community than four-year colleges; standardized tests of reading and English composition are often used. The use of locally-developed tests has increased, and community programs in colleges with vocational programs in health services have established minimum standards for admission to the program. (Author/CTM)

ED 167 604 TM 008 399

Stank, Peggy L.

The Researcher: Working with Linking Agents to Bring Research to Schools.

Pub Date-Mar 78

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Change Agents, Change Strategies, Educational Innovation, Educational Researchers, Elementary Secondary Education, *Information Dissemination, Information Needs, *Information Networks, Information Utilization, Research and Development Centers, *Research Utilization, *Resource Staff Role, *State Programs, State School District Relationship

Identifiers-*Linkage Agents, Pennsylvania, Pennsylvania School Improvement Program

The Interstate Project on Dissemination specified four components as critical for a successful state information dissemination system: linkage, information, incentive, and management. An analysis of Pennsylvania's system, using this Project as a referent, uncovered several problems: (1) the linkage component was not functioning; (2) local education agencies could not adequately identify needs; and (3) there were no linking agents in place. In response to this situation, the Pennsylvania School Improvement Program (PSIP) was developed, linking the state's department of education, two intermediate units and three research agencies with ten pilot schools. The research agencies are Research for Better Schools, Research and Information Services for Education, and the Learning Research and Development Center of the University of Pittsburgh. PSIP is built upon an intermediate unit linking agent who facilitates two-way communication between a local school and research outcomes and products. This linker is supported by staff from the research agencies and by a school-selected team. There are four major PSIP strategies: needs definition, knowledge consolidation, research outcome selection, and implementation. First year evaluations indicated that regular, on-site involvement of the linking agent is essential to maintain the momentum of the PSIP process. (CP)

Lai, Morris K.

Consumer's Guide to Educational Evaluation.

Pub Date-27 Mar 78
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Guides, *Educational Assessment, Educational Testing, Employment Qualifications, *Estimated Costs, Evaluation Methods, *Evaluation Needs, Evaluators, *Guidelines, Program Descriptions, *Program Evaluation, Testing Problems

Although much has been written about educational evaluation, few guidelines exist for consumers project directors, school administrators, curriculum developers, legislators, teachers, parents, and boards of education. Several cautions surface from a review of the literature. First, tests that are based on program objectives are most useful to evaluations. Such objectives-based or criterion referenced tests often must be created by the evaluation staff, but test construction is difficult, lengthy, and costly. Second, goals or objectives themselves must be evaluated before program planning. Third, program design should be described in detail and fourth, consumers should know how to select qualified evaluators. Empirical cost data were collected on completed evaluations whose budgets ranged from $400 to $3 million. The data were studied to obtain estimates of costs expected in relation to sample size, number of schools involved, number of test items developed and used, report length, and project staff time. Although a more thorough investigation is needed, these preliminary results should furnish a basis for estimating the cost of a proposed evaluation or determining how much evaluation can be done for x amount of dollars. (CP)

ED 167 606 TM 008 406

Alderman, Donald L.

Evaluation of the TICCIT Computer-Assisted Instructional System in the Community College. Final Report. Volume I.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ETS-PR-78-10
Pub Date-Sep 78
Contract-NSF-C-731
Note-544p.; For related document, see TM 008 407
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price MF-$1.00 HC-$28.79 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Tests, *Algebra, College Mathematics, *Community Colleges, *Composition (Literary), *Computer Assisted Instruction, Junior Colleges, Program Development, Student Attitudes, Success Factors, Teacher Attitudes, Testing, Time Factors (Learning)

An evaluation of TICCIT (Time-shared Interactive, Computer-controlled, Information Television) involved over 5,000 community college students in introductory algebra and English composition courses. Comparisons between computer-assisted instruction and lecture-discussion sections of the same courses focused on four aspects of student performance: course completion rates, achievement, attitudes, and activities (time allocation). Other evaluation questions focused on teacher attitudes, teacher role, and program implementation; including administration, site management, and courseware design goals. It was decided to construct objective and essay tests specifically for this program, to measure both end-of-course achievement and immediate learning. TICCIT had a significant positive impact on achievement. The dramatic decreases noted in course completion rates may be inherent in self-paced instruction because students who have trouble managing their own instruction are risks. Student attitudes towards TICCIT were often less favorable than toward conventional teaching methods, but attitudes improved when TICCIT couses were supplemented by small group discussion with an instructor. Results suggest that TICCIT may be inappropriate for community colleges since only those students with a strong initial grasp in the subject matter benefited substantially. In itself, computer assisted instruction is no panacea; results depend on factors involved in the instructional process. (CP)

ED 167 607 TM 008 407

Alderman, Donald L.

Evaluation of the TICCIT Computer-Assisted Instructional System in the Community College. Final Report. Volume II. Appendices.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ETS-PR-78-10
Pub Date-Sep 78
Contract-NSF-C-731
Note-372p.; Best copy available; For related document, see TM 008 406
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Algebra, College Mathematics, Composition (Literary), *Computer Assisted Instruction, Course Descriptions, Enrollment, Junior Colleges, *Records (Forms), Student Attitudes, *Student Characteristics, Teacher Attitudes, *Teacher Characteristics

These appendices contain outlines for the TICCIT (Time-shared Interactive, Computer-controlled, Information Television) mathematics and writing courses; a corresponding item classification for both achievement tests; and essay topics for the English achievement test. Blanks of all data collection forms are included they concern course evaluation, student observation in the classroom, student registration, and faculty attitude and activities. Results of the data collection are reported, specifically, reasons for section selection; student demographic profile; course completion rates; enrollment in subsequent terms; test results; and summaries of the student and faculty surveys. Comparisons were made between TICCIT and traditional lecture sections wherever possible. (CP)

Hubert, John A.

A Review of the ESEA Title I Evaluation and Reporting System.

Pub Date-Mar 78
Note-34p.
Pub Type- Reports - Research (143) - Information Analysis (070)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Achievement Gains, Achievement Tests, *Compensatory Education Programs, *Control Groups, Educationally Disadvantaged, Evaluation Methods, Federal Programs, Norm Referenced Tests, Post Testing, Pretesting, *Program Evaluation, *Research Design, *Research Problems, Scoring Formulas
Identifiers-*Elementary Secondary Education Act Title I, Normal Curve Equivalent Scores, Regression Discontinuity Model

The Elementary and Secondary Education Act Title I Evaluation and Reporting System is a method for giving a federally funded project in reading or math an overall score on its cognitive effectiveness. This System introduced the Normal Curve Equivalent (NCE) as an aid in aggregating Title I program scores across states and nationwide regardless of specific tests used, or research design. NCE is used to measure Treatment Effect, defined as the difference between expected no treatment performance, and observed post-treatment performance of Title I participants. As a T-score the NCE is psychometrically sound and intelligible to lay people; more significantly, it indirectly eliminates grade equivalent scores. The System specifies three research designs each having a different control group: (1) classic pretest - posttest; (2) regression-discontinuity; and (3) norm-referenced. A basic criticism of all design is that they require the use of norm-referenced tests, but the validity of such tests has not been demonstrated for Title I students. Each of the designs has its own problems and merits. The Evaluation and Report System has achieved its goal of organizing and detailing evaluation procedures so that untrained evaluators can avoid most of the pitfalls; nevertheless, a highly trained evaluator is still needed, except in the simplest of programs. (Author/CP)

ED 167 609 TM 008 420

SEVTC Assessment Scales for Community Integration of the Severely/Profoundly Handicapped. Part III. Community Living Skills Instrument.

Southeastern Virginia Training Center for the Mentally Retarded, Chesapeake, Va.

Spons Agency-Office of Human Development (DHEW) Philadelphia, Pa. Region 3. Div. of Developmental Disabilities.

Pub Date-77

Grant-51-P-1544/03

Note-41p.; For related documents, see ED 137 991, TM 006 298, and 299

Pub Type- Tests/Questionnaires (160)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Behavioral Objectives, Community Services, *Daily Living Skills, Institutionalized Persons, *Normalization (Handicapped), Self Care Skills, *Severely Handicapped

Identifiers-Deinstitutionalization, *SEVTC Assessment Scales for Community Integration

To promote the deinstitutionalization of mentally retarded individuals, a three phase assessment prescription system has been developed. It conceptualizes return to the community as a series of transfers from a restrictive non-programmatic environment (phase one) through specialized short-term program-oriented rehabilitation (phase 2) to the least restrictive living alternative possible (phase 3), such as a group homes or supervised apartment living. The Community Living Skills Instrument is designed for those who have made the transition to phase 3. It is a checklist for interviewing a staff member of a community-based facility. Eight skills are assessed: mobility, self-help, domestic, independent living, practical knowledge, communication, interpersonal relationships, and vocational/recreational. The actual assessment portion of the Instrument is followed by the Inappropriate Behavior Checklist, the Behavior Asset/Deficit Report, and a Transfer Rating this sheet gives several people who have known or worked with the person an opportunity to rate the person as a good or poor prospect for community living. Two additional data sheets are provided for assessing the receiving environment the Enviornmental Analysis/Community Special Services Checklist and a Program Development Plan. All of these forms are included, along with directions for administering and scoring. (Author/CP)

ED 167 610 TM 008 422

Student Achievement in California Schools: 1977-78 Annual Report.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
Pub Date-78
Note-193p.; For related document, see TM 008 274 ; Marginally legible due to small print in appendix
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.25 plus tax)
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, Achievement Tests, Basic Skills, *Educational Needs, Elementary Secondary Education, Item Analysis, Language Fluency, Mathematics, National Norms, Reading Achievement, Sex Differences, Socioeconomic Status, Spelling, *State Programs, Student Mobility, *Testing Programs, Test Interpretation, Test Items, Writing Skills
Identifiers-California, *California Assessment Program

All second and third graders in California public schools were administered the Reading Test of the California Assessment Program; performance of all sixth and twelfth graders in reading, written expression, spelling, and mathematics was assessed with the Survey of Basic Skills. Findings were compared to those of previous years and can be summarized as follows: (1) Reading achievement scores (grades 2 and 3) have been improving steadily since 1966. (2) Sixth graders improved in all four content areas. (3) Grade 12 students improved in written expression and spelling, held steady in mathematics, but continued to decline in reading. (4) Equating studies indicated that grades 3 and 6 scored above the national median; grade 12 scored below. (5) At all grade levels, females outscored males in reading, while the reverse was true of math. (6) Pupils who spoke limited English scored substantially lower than fluent English groups. (7) Test scores and socioeconomic status were directly related. (8) Student mobility continued to increase. Recognized authorities made instructional recommendations in each content area based upon the findings. Sample test questions are presented to illustrate the relative strengths and weaknesses of California students. (Author/CP)

Love, Judith A. And Others
The Generalizability and Concurrent Validity of An Instrument to Describe College Teaching.
Pub Date-Mar 78
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Observation Techniques, College Teachers, *Effective Teaching, Higher Education, Observation, *Student Evaluation of Teacher Performance, Teacher Behavior, *Teacher Evaluation, Teaching Skills, Test Construction, Test Reliability, *Test Validity
Identifiers-*Formal Lecture Observation Assessment Technique, *Generalizability Theory

The generalizability and concurrent validity of the FLOAT (Formal Lecture Observation Assessment Inventory) were studied. College instructors were rated, using the FLOAT, by their students and by trained observers who viewed videotapes of the classes. The teachers were also asked to evaluate themselves. A previous study of interrater reliability and student-observer agreement indicated that the instrument was reliable and that there were moderate to strong correlations between groups of raters. To study its generalizability, an analysis of variance was performed for the first fifteen FLOAT variables, used by three raters to rate nine instructors upon three occasions. Generalizability coefficients ranged from .66 to .96. Factor analysis of student ratings yielded two factors, one of which explained 61% of the rotated variance. Factor analysis of observer ratings produced similar results; the main factor, task orientation, explained most of the variance. Results of teacher self-ratings indicated a .42 correlation coefficient with student ratings, and .25 with observers. This difference was attributed to the observer's emphasis on category discrimination and to the students' perspective which did not distinguish greatly between teaching process and course content. (GDC)

Guay, Roland B.

Factors Affecting Spatial Test Performance: Sex, Handedness, Birth Order, and Experience.

Pub Date-Mar 78
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Birth Order, *Cognitive Ability, Experience, Higher Education, Lateral Dominance, *Perception Tests, *Performance Factors, Sex Differences, *Visualization, *Visual Measures
Identifiers-Purdue Statial Visualization Test, *Spatial Skills, Spatial Visualization

Four factors have been reported in the literature as being related to spatial test performance. This study investigated the main and interaction effects of sex, handedness, birth order, and experience on three different types of spatial performance; surface development, object rotation, and coordination of viewpoints. A total of 217 undergraduate students served as subjects, and were classified by sex, handedness, birth order, and experience. Spatial performance was measured by administering the Purdue Spatial Visualization Test. Factorial analysis of variance procedures revealed significant main effects for sex, birth order, and experience. No significant interactions were found. The data indicated that: (1) males performed better than females on all three measures of spatial performance; (2) people born neither first nor last in their family performed better than people born first or last on the object rotation subtest; and (3) people who had much experience with activities requiring spatial thinking performed better than people who had few experiences with these activities on the object rotation subtest. (Author/CTM)

ED 167 613 TM 008 426

Raivetz, Mark J.

The Effects of Budget Reductions on Program Evaluation in a Large Urban School System: Providing Services Beyond Resources.

Pub Date-Mar 78
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Secondary Education, *Financial Problems, *Job Layoff, *Problem Solving, Program Evaluation, *Research Coordinating Units, School Community Relationship, School Districts, *School District Spending
Identifiers-Pennsylvania (Philadelphia), *Philadelphia School District PA

To examine Philadelphia's 1977 school budget crisis, a chronology of events from receipt of the proposed budget to final court approval is listed. Many parties were involved within the school district and in the community. Frequently, one or more parties blamed other parties for creating the problem. Directors of each of the five service components in Philadelphia's Office of Research and Evaluation prepared statements detailing the impact of budget restrictions, particularly staff layoff, on their respective divisions. The five components are: administrative and survey research, testing, federal evaluation, priority operations, and instructional research and development. Directors reported that the main effects of the budget crisis were low morale, unfulfilled potential, and interruption of program evaluations and report production. Recognizing that the budget crisis is a perennial problem, the Small Project Assessment Service was initiated to provide directors of projects with limited funds and with technical expertise from the Office of Research and Evaluation. While the Service needs some revision, the concept is a good one especially in financially troubled times. (CP)

ED 167 614 TM 008 427

Coller, Alan R. Dusewicz, Russell A.

Evaluation of a Televised Work-Along Program for Preschoolers.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-Mar 78

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Childrens Television, Learning Activities, *Learning Readiness, Preschool Education, *Preschool Programs, *Program Descriptions, Program Development, *Program Evaluation, Program Validation, *Television Curriculum

Identifiers-*Picturepages Program

An external evaluation was conducted of the Picturepages television work-along program in Kentucky. The program consisted of 100 televised lessons and booklets, and was given to 237 preschool children. The lessons presented ``games'' which were designed to develop cognitive concepts and skills. Both process and outcome evaluations were made. Process evaluations assessed whether televised portions and booklet distributions were implemented according to plan. Booklets were distributed as intended but several factors affected availability of the televised component. Outcome evaluations focused on the program's effect on children's learning readiness, attitudes, and skills, and on parent-child interactions in home-based and preschool enter-based studies. The results of the home-based study indicated that parents felt children learned from the programs, but the center based study offered no support for program effects on children's learning readiness skills. Constraints on the program were discussed and several recommendations were offered. (Author/RD)

ED 167 615 TM 008 429

Herron, Marshall D.

Establishing Proficiency Standards for High School Graduation.

Pub Date- 78

Note-25p.

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Basic Skills, Cutting Scores, Educational Objectives, Elementary Secondary Education, *Graduation Requirements, *High School Graduates, *Minimum Competency Testing, Performance Based Education, *School District Autonomy, *State Standards

Identifiers-*Oregon

The Oregon State Board of Education has rejected the use of cut-off scores on a proficiency test to establish minimum performance standards for high school graduation. Instead, each school district is required to specify by local board adoption minimum competencies in reading, writing, listening, speaking, analyzing, and computing. These requirements are to become effective with the graduating class of 1978. Furthermore, school districts are encouraged to take the responsibility for three other assessment requirements, as specified by the Oregon Minimum Standards Model. The requirements are: (1) identifying performance indicators for each graduation competency; (2) developing or selecting measures; and (3) establishing standards how well, how many, what percentage, how often. The concept of local control in choosing minimum competencies is very strong. Several implementation problems have occurred because teachers were more oriented toward specifying school skills, rather than life skills as suggested by the Standards. Nevertheless, both school personnel and the general public view the Standards positively. The appendix includes excerpts from the Minimum Standards and an outline of Oregon graduation requirements. (Author/CP)

ED 167 616 TM 008 430

Lewis, Jed

The Effect of Prior Subject Matter Knowledge and Text Structure on the Organization of Text Information in Memory.

Pub Date-Mar 78
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cluster Analysis, Concept Formation, Content Analysis, *Content Reading, Cues, Higher Education, Knowledge Level, Learning Activities, *Learning Processes, *Learning Readiness, *Memory, *Organization, Post Testing, Pretesting, Reading Rate, *Textbook Content

Four text passages varying along the dimensions of the number of propositions unifying one or more text paragraphs and text length were constructed. The text content pertained to nine concepts in the area of operant conditioning psychology. Fifty-eight university students were pretested and then blocked on prior text-related knowledge, and read one of the four passages. Sorting, verification, and posttest tasks were performed. Data were analyzed with hierarchical cluster analysis and with analyses of variance. W. Kintsch's hypothesis that the organization of text information in memory is a function of the degree of prior knowledge, the number of unifying text prepositions, and text length was given support. Reading times and the number of verification task errors significantly differed as a function of the number of unifying text propositions. Educational implications are discussed. (Author/RD)

ED 167 617 TM 008 431

Sternberg, Robert J. Nigro, Georgia

The Development of Verbal Relations in Analogical Reasonings.

Pub Date- 77
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.87 Plus Postage.
Descriptors-*Cognitive Processes, *Componential Analysis, Elementary Secondary Education, Higher Education, *Problem Solving, Productive Thinking, Reaction Time, *Task Analysis, Thought Processes, *Verbal Ability, Verbal Development, Verbal Tests
Identifiers-*Analogical Reasoning

A six-process theory of analogical reasoning was tested by administering verbal analogy items to students in grades 3 through college. The items were classified according to five verbal relations: synonyms, antonyms, functional, linear ordering, and class membership. A new method of componential analysis that does not require precueing was used to investigate predictive efficiencies of the six processes. Response latencies and error rates were analyzed. Analogical reasoning ability was found to improve with grade level, and subsets of the theory successfully accounted for response latency and error data at various grade levels. Mapping and application were important variables in grades 3 and 6; encoding and index of association for the stem were the most important processes in ninth grade and undergraduate subjects. Performance also varied with type of verbal relation of the item. Functional and antonymous relations were easier to process than linear ordering, synonymous, and category name relations. The new method of breaking down component processes was found to be as successful as precueing at the adult level (the only level at which precueing has been used). Implications for intelligence testing are discussed. (Author/RD)

ED 167 618 TM 008 432

Klein, Ronald And Others

The Development of the Alpha-Omega Completed Sentence Form (AOCSF): An Instrument to Aid in the Measurement, Identification, and Assessment of an Individual's Adaptational Approach(es)'' to the Stressful Event of Death and Related Issues.

Pub Date-Mar 78
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Appendices marginally legible
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adjustment (to Environment), *Attitude Tests, *Death, Grief, Higher Education, *Test Construction, *Test Reliability, *Test Validity
Identifiers-*Alpha Omega Completed Sentence Form, Kubler Ross (Elisabeth)

The Alpha Omega Completed Sentence Form (AOCSF) was developed to identify and measure a person's adaptational approaches to information concerning their own death or the possible death of a significant other. In contrast to the Kubler-Ross stage theory, the adaptational approach recognizes a person's capacity to assimilate new information which will minimize stress. Items were developed by teachers and counselors concerned with death education. A pilot study was conducted with 77 college students who were administered the original pool of 304 items. The pool had a high degree of internal consistency as indicated by Cronbach's alpha correlation coefficient. Next, expert judges selected the best 50 items from the original pool, 10 from each of the five psychological constructs as presented by Kubler-Ross: denial, anger, bargaining, depression, and acceptance. The 50 item instrument yielded an overall Cronbach's alpha of .87 which was judged adequate for future research. The second study was conducted with 83 students drawn from two human relations classes and a seminar on death and dying. Cronbach's alpha correlation coefficients, test - retest reliability coefficients, and dependent t-tests further confirmed the validity of the five subscales and the total scale score. (CP)

ED 167 619 TM 008 433

Weissman, Arlene N. Beck, Aaron T.
Development and Validation of the Dysfunctional Attitude Scale: A Preliminary Investigation.
Pub Date-Mar 78
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (14
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Affective Tests, *Attitude Tests, *Cognitive Style, *Depression (Psychology), Emotional Maladjustment, Graduate Students, Higher Education, *Test Construction, Test Reliability, *Test Validity
Identifiers-*Dysfunction Attitude Scale

The Dysfunctional Attitude Scale (DAS) was developed to measure pervasive negative attitudes of a depressed person towards self, outside world, and future. The DAS follows Beck's construct of cognitive dysfunction. Two studies investigated the psychometric properties of the DAS and the relationship between cognition and affect in 300 normal graduate students and teachers. The first study examined internal consistency, test - retest reliability and correlation with the Beck Depression Inventory, the Profile of Moods States, and A Measure of Cognitive Distortions in Depression (hypothetical stories). In the second study, the original 100-item DAS was shortened by factor analysis to two 40-item parallel forms. The reliability of the two forms was confirmed, suggesting that future studies use the short rather than the 100-item version. In conclusion, preliminary findings indicated that negative cognitions are associated with depressed moods; furthermore, negative beliefs are more persistent than negative affect. The DAS (short version) is appended. (CP)

ED 167 620 TM 008 434

White, Owen R.

Curriculum-References, Time-Series Program Evaluation.

Pub Date-Mar 78
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Case Studies, Control Groups, Elementary Secondary Education, Evaluation Methods, *Exceptional Child Services, Handicapped Children, *Individualized Programs, Norm Referenced Tests, *Program Evaluation, *Research Design, *Special Education, Testing, Test Validity
Identifiers-*Time Series Analysis

Traditionally, the use of control groups, regression discontinuity/projection, or norm referenced models has been advocated for educational program evaluation. The small numbers of and the heterogeneous characteristics of severely and profoundly handicapped make these evaluation methods inappropriate for this population subgroup. Furthermore, no overall group summary of pupil progress will meet the legislative mandates in recent laws (PL 93-380 and PL 94-142) for the evaluation of individual programs. The most commonly adopted alternative, intensive or single subject evaluation, also presents problems because it is often difficult to summarize information across single subject evaluations to form a meaningful picture of overall program impact. Curriculum-referenced evaluation is a relatively new approach, based on the notion that a program's impact should be measured by compiling a list of objectives to be checked off as they are mastered. Since the curriculum is program specific, such assessments have greater validity than those based on national norms. Meaningful summarization across children and program elements is possible. Believable evidence of program impact may then be obtained by conducting formal or informal time series evaluations during or following program involvement. Several instruments currently exist for special education programs, for example, the University of Washington's Uniform Performance Assessment System, Oregon's Student Progress System, and the Teaching Research Curriculum. Author/CP)

ED 167 621 TM 008 435

Hollingsworth, Holly
The Coefficients of a Maximum Contrast as Interpretable Statistics.
Pub Date-Mar 78
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Analysis of Variance, Memory, Primary Education, *Statistical Analysis, *Tests of Significance

A fundamental fact of the analysis of variance statistical procedure is that if the omnibus F test of an effect is significant, then there exists at least one contrast of that effect that will be significantly different from zero according to the S-method of Scheffe. The caveat to this rule is that the significant contrast(s) may not be of any interest to or interpretable by the investigator. Frustration does arise when the investigator determines the omnibus F test to be significant and then fails to find any meaningful group comparisons to be significant. The purpose of this paper is to discuss the coefficients of a contrast which will yield the largest test statistic according to the S-method. Then according to the fundamental theorem, this contrast will be significantly different from zero and, additionally, should offer the investigator some assistance in developing a parsimonious interpretation of the data. The S-method is a post-hoc method of comparing experimental groups and is often referred to as a data-snooping or sifting device. The techniques discussed here are also of the data-snooping species and may be employed to generate new hypotheses or to amend the existing theory of a practical problem. (Author/CTM)

ED 167 622 TM 008 436

Yap, Kim Onn
Can Selection Tests Be Used As Pretest?
Pub Date-Mar 78
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Achievement Gains, *Analysis of Variance, Elementary Secondary Education, Low Achievers, Predictor Variables, *Pretests, *Scoring Formulas, *Statistical Bias, *Test Reliability, *True Scores
Identifiers-Elementary Secondary Education Act Title I, RMC Models

A simulation study was designed to assess the severity of regression effects when a set of selection scores is also used as pretest scores as this pertains to RMC Model A of the Elementary and Secondary Education Act Title I evaluation and reporting system. Data sets were created with various characteristics (varying data reliability and extremeness of subgroups) that are relevant to the regression phenomenon. These data sets were analyzed to obtain indices of the amount of regression which might occur under various conditions. An adjustment method was presented which predicted pretest scores on the basis of selection scores and the correlation between selection and pretest, the correlation coefficient being replaceable by such indices of reliability as the internal consistency coefficient. Results suggest that when data reliability is high (.94 or above) the impact of regression effects appears small; but when reliability is low the effects of regression are hard to predict. When selection test scores are of high reliability, such regressed scores may be used as a pretest measure without severely biasing the evaluation results. Results can be used to formulate a rule-of-thumb for adjusting selection scores when they are to be used as pretest scores also. (Author/CP)

ED 167 623 TM 008 438

Kameoka, Velma Tanaka-Matsumi, Junko

The Appropriateness of Using the S-R Inventory of Anxiousness to Measure Sources of Behavioral Variability.

Pub Date- Mar 78

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Affective Tests, *Analysis of Variance, *Anxiety, Arousal Patterns, College Students, Higher Education, *Individual Differences, Predictive Ability (Testing), Research Design, *Response Mode, *Situational Tests

Identifiers-*S R Inventory of Anxiousness (Endler et al)

The S-R Inventory of Anxiousness was developed as an experimental design to demonstrate the relative contributions of persons, situations, modes of response, and their interactions to individual differences in anxiety. College students in three studies were asked to rate a total of 154 items, involving 14 modes of response (physiological or overt behavioral indicators) and eleven anxiety-arousing experiences. Three major problems are discussed: (1) the apparent lack of distinction between person'' and mode of response''; (2) influence of the non-random selection of situations'' and mode of response'' on the results of the analysis; and (3) problems in specifying and assessing the nature of person-situation interactions. While initial efforts to statistically demonstrate variance contribution of interactions deserve recognition, the variance components approach and previous application of the S-R Inventory do not lead to clarifying the specific nature of person-situation interactions in influencing anxiousness. Future research on person-situation interactions, therefore, identify specific person and situation characteristics and incorporate aspects of both these factors in a systematic research design. (Author/CP)

ED 167 624 TM 008 439

Andre, Thomas And Others

Adjunct Application Questions Facilitate Later Application, Or Do They?

Pub Date- Mar 78
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Cognitive Processes, *Complexity Level, Higher Education, *Learning Processes, Multiple Choice Tests, Prose, *Questioning Techniques, *Reading Comprehension, *Recall (Psychological), Senior High Schools

In three experiments subjects (college and high school students) read passages which described psychological principles and answered either adjunct application or factual questions while reading. Questions were presented either before, after, or both before and after the parts of the passage that answered the questions. Subsequently subjects took a posttest containing new factual and application items. The important result was that subjects given factual prequestions or factual pre- or post-questions did better than subjects given adjunct application questions. This result conflicted with previous findings and theorizing and raised questions about boundary conditions within which previous generalizations apply. (Author/RD)

ED 167 625 TM 008 440

Griffiths, Alan K. Cornish, Alan G.

An Analysis of Three Recent Methods for the Identification and Validation of Learning Hierarchies.

Pub Date-Mar 78
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) ()
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Comparative Statistics, Expectancy Tables, Foreign Countries, *Learning Characteristics, *Mathematical Models, *Organization, Psychometrics, Research Methodology, Senior High Schools, Sequential Learning, Statistical Analysis, *Statistical Studies, Validity
Identifiers-Canada, Gagne (Robert M), Guttman Scales, *Learning Hierarchies

This paper reviews methods which have been used to identify and validate learning hierarchies. Specifically, three methods which reflect the notion of a relatively inviolate sequence are discussed and compared. Two of the psychometric methods compare pairs of skills, the ordering-theoretic method (Bart and Krus) and the test of inclusion (White and Clark). Dayton and Macready's method considers the hierarchy as a whole. Logical and empirical analysis with respect to the application of each of these methods to a common set of data (regarding a tenth grade chemistry concept) are reported. Results suggest that each method has some advantages. A modification of the White and Clark test, which enhances its generalizability, is also described. (Author/RD)

ED 167 626 TM 008 441

Sagaria, Sabato D. Di Vesta, Francis J.
Additive Effects of Pre- and Post-Adjunct Questions in Prose Text.
Pub Date-Mar 78
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Advance Organizers, Attention, Cognitive Processes, *Content Reading, Higher Education, *Incidental Learning, *Intentional Learning, Learning Processes, Post Testing, Pretesting, *Questioning Techniques, Retention, *Time Factors (Learning)

The relationship between placement of adjunct questions in instructional material and incidental and intentional learning was investigated. A total of 150 undergraduate students assigned to five experimental groups studied ten paragraphs with questions interspersed at different locations in the text. Performance on incidental items was significantly lower in the question before (QB) than in the question after (QA), question before and after (QBA), and the no-question (NoQ) groups. Performance on intentional items by the QB subjects was significantly lower than the QA and the QBA subjects. The results also suggest that the QB and the QA effects of questions combined additively to produce the performance of the QBA subjects. A surprising finding indicates that although performances differed between the QB, QBA, and QA conditions in the immediate recall task, post reading performance of the QA and QBA subjects became equal and above the QB subjects. This may mean that depth-of-processing is the relevant operation to focus upon. Educational implications are discussed. (Author/RD)

ED 167 627 TM 008 442

Nagy, Philip

Construct Validity of Cognitive Structures: A Comparison of Multidimensional Methods.

Pub Date-Mar 78
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cognitive Development, *Cognitive Measurement, Cognitive Style, Complexity Level, Data Analysis, Foreign Countries, *Goodness of Fit, *Multidimensional Scaling, Personality Assessment, *Scientific Concepts, Senior High Schools, *Validity
Identifiers-Canada, *Construct Validity

This study assessed the construct validity of a cognitive structure interpretation of multidimensional scaling solutions of concept similarity data. Using high school subjects, convergent validity was assessed through correspondence of scaling solutions of three similarity rating tasks; word association, similarity judgment, and semantic differential. Further evidence was sought by grouping subjects within each data gathering technique by similarity of response using, separately, Tucker's and Carroll's individual scaling techniques. Subgroup membership comparisons were made within data gathering techniques across scaling techniques, and within scaling techniques across data gathering techniques. Characterization of subgroup members was attempted through several variables, including developmental level, field independence, cognitive complexity, and measures of ability to cope with the similarity tasks. On full group data, fit was excellent between word association and similarity judgment data, and poorer with semantic differential data. Judging by the fit among the interpretability of subgroup solutions, both individual scaling techniques formed groups successfully. There was considerable commonality of subgroup membership across similarity tasks in the Carroll analysis only. Characterization of subgroup members by the chosen variables was unsuccessful. Due to error-full data, only Carroll analysis and not Kruskal analysis produced interpretable dimensions on the subgroup data. (Author/RD)

ED 167 628 TM 008 443

Michaels, Linda A.
Measuring Student Opinion of a College Basic Skills Program.
Pub Date- 78
Note-20p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Basic Skills, College Freshmen, *Course Evaluation, Higher Education, *Participant Satisfaction, *Program Attitudes, *Remedial Programs, *Skill Development, Study Skills, *Test Reliability, *Test Validity

A fourteen item Likert-type attitude scale concerning a college-level basic skills program was developed from topics suggested by the program staff. The scale was completed by 216 college freshmen who were enrolled in at least one of the three courses offered by the program: writing and reading, study habits and thinking strategies, and mathematics. After factor analysis, six factors accounted for 47.3% of the total variance among scores; results provide some evidence of construct validity. Item scores from the scale were compared to grades in basic skills courses and to achievement on three measures: California Achievement Test, Nelson-Denny Reading Test, and an unpublished grammar test developed locally. While correlations were generally too low to confirm construct validity, they did provide some evidence of discriminant validity by verifying the distinction between opinion of, and achievement in, the skills program. Reliability estimates, calculated for the first two factors only, were determined to be adequate. At least three factors confounded the results: type of skills course, number of skills courses taken, and instructor. The scale and item analysis data are appended. (CP)

ED 167 629 TM 008 444

Diamond, Nancy A.

An Analysis of Explicit Evaluative Discourse in Supervisor-Teacher Micro-teaching Conferences.

Pub Date-31 Mar 78

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 978); Best copy available

Available from-Office of Instructional Resources, University of Illinois, 205 S. Goodwin Street, Urbana, Illinois 61801 ($2.10)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Supervisors, *Discourse Analysis, Feedback, Higher Education, *Microteaching, Preservice Education, Self Evaluation, Student Teacher Relationship, *Student Teachers, *Teacher Evaluation, Teaching Methods, *Videotape Recordings

Videotaped recordings of supervisor-teacher micro-teaching playback sessions were used to identify evaluative discourse. Fifteen student teachers discussed a 10-30 minute lesson they had just taught to college freshmen, with graduate student supervisors. Supervisors and student teachers evaluated lesson topics such as teacher questions, content, lesson goals, methods, materials, and nonverbal behavior, with adjectives good, bad, important; or with prescriptions should, ought. The evaluation was then classified according to a variety of constructs including: components of the Smith valuing model; valence (positive, negative, neutral); initiator; and justification. The analysis indicated the following: (1) evaluations were unaccompanied by rules or standards for judging the effectiveness of teaching interactions; (2) three-fourths of the evaluations were positive, but they failed to indicate both strengths and weaknesses; (3) teachers made more negative evaluations than supervisors; and (4) evaluative talk was characterized by a narrow topic range, restricted support, and vague focus. (Author/CP)

ED 167 630 TM 008 445

Ellett, Chad D. Licata, Joseph W.

The Relationship Between Teacher Perceptions of the Robustness of Differential Organizational Roles and Dimensions of Their Working Environment: A Regression Analysis.

Pub Date-Mar 78

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Role, *Attitude Tests, *Educational Environment, Educational Quality, Elementary Secondary Education, *Organizational Climate, Principals, *Role Perception, *School Attitudes, Student Role, *Teacher Attitudes, Teacher Morale, Teacher Role, Validity

Identifiers-*Construct Validity, *School Robustness, School Survey (Coughlan and Cooke), Semantic Differential Robustness Scale

Environmental robustness is a highly dramatic, tension-producing climate characterizing the school organization; for example, strict discipline in a traditional school. To validate this theoretical construct with teachers, 264 elementary and secondary school teachers completed the Semantic Differential Robustness Scale and the School Survey. The Robustness Scale consists of polar adjective pairs known to discriminate between the concepts dramatic and not dramatic; teachers used the scale to rate the robustness roles of themselves, their principals, and their students. The School Survey measures teacher attitudes toward school environment along 14 dimensions. It was hypothesized that significant multiple correlations would be established between the robustness roles and dimensions of the School Survey; specifically: (1) teacher role nd attitudes towards opportunities for professional performance and development; (2) principal role and attitudes towards supervisory relations; (3) student role and attitudes toward educational effectiveness. All three hypothesis were confirmed, using three stepwise multiple regression analysis. General findings lend support to the robustness construct; specific results provide insight into teacher attitude referents of this construct for the roles of teachers administrators, and students. (CP)

ED 167 631 TM 008 451

Cunningham, Claude H.
An Evaluation of Houston's Magnet School Program.
Pub Date-Mar 78
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association, (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Achievement Gains, *Alternative Schools, Blacks, Caucasians, Integration Litigation, Mexican Americans, *Program Attitudes, *Program Evaluation, *School Integration, Student Recruitment, Teacher Integration
Identifiers-Houston Independent School District TX, *Magnet Schools, Texas (Houston)

A project-wide evaluation of the Houston, Texas magnet school program indicated that it successfully implemented four court-defined desegregation goals: (1) fewer schools which are 90% or more white or combined black and Mexican-American; (2) fewer students who attend such schools; (3) free transportation for magnet school students; and (4) an ethnically balanced instructional staff. Data reported by the 50 individual magnet schools and substantiated by program audits and site visits indicate that the program provided high quality alternative educational programs which attracted students from all geographic and ethnic sectors of the district. The programs represent grades pre-K through 12. Of the 231 proposed objectives, 36 were not accomplished. Some of these objectives were in areas of primary concern, such as recruitment and enrollment, overall academic achievement, and achievement in the magnet schools's specialty area. Achievement gains on magnet campuses were significantly greater than on non-magnet campuses, for grades 3 to 4; there were no significant differences at other grade levels. Responses of 2,931 students, parents, teachers, and administrators were not overwhelmingly positive toward the program; many respondents felt the public had inadequate information. The Magnet Program was, however, much more successful than previous district integration plans freedom of choice, school pairing, and the Singleton ratio. (CP)

ED 167 632 TM 008 469

Floden, Robert E. And Others

Don't They All Measure the Same Thing? Consequences of Selecting Standardized Tests. Research Series No. 25.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Teaching Div.
Pub Date-Jul 78
Contract-400-76-0073
Note-21p.; Paper presented at the Winter Conference on Measurement and Methodology (Los Angeles, California, 1978) ; Parts marginally legible due to print quality
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michgian 48824 ($1.50)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Collected Works - Serials (022)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Tests, *Curriculum, *Elementary School Mathematics, Grade 4, Intermediate Grades, Item Analysis, Standardized Tests, Teacher Response, *Testing Problems, Test Reliability, *Test Selection, *Test Validity
Identifiers-Comprehensive Tests of Basic Skills, *Content Validity, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Stanford Achievement Tests

The authors argue that personnel who select standardized achievement tests have been led to believe that the major achievement test batteries differ very little in terms of the topics they test; but that the content covered by these major tests is different, and that such differences have consequences for instructional content. To test this argument, four fourth grade mathematics achievement tests were examined: the Stanford Achievement Test (SAT), Iowa Tests of Basic Skills (ITBS), Metropolitan Achievement Tests (MAT), and the Comprehensive Tests of Basic Skills (CTBS). Test content was compared to topics which a teacher might cover. In the operations'' category, the tests corresponded quite closely in the percentages of items involving certain adding, subtraction, and division tasks. However, important differences were found in other categories and the number of items covering addition, grouping, alternative number systems, and percentages varied considerably between tests. Evidence of high internal consistency or test reliability does not rule out the effects of item-treatment-interactions. It is suggested that the problem of teachers teaching only the content covered by the test is not as great as might be thought. The authors recommend that tests be selected consistently and that their content be valid for the curriculum content. (Author/GDC)

ED 167 633 TM 008 470

Kidder, Steven J.

Comparing Rasch Calibration of Passage Reading Difficulty with Spache or Dale-Chall Passage Readability Estimates.

Pub Date-Apr 77

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April, 1977)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cloze Procedure, Complexity Level, Elementary Secondary Education, *Readability, *Readability Formulas, Reading Ability, *Reading Level, Test Interpretation

Identifiers-Dale Chall Readability Formula, *Rasch Model, Rasch Scaled Scores, Spache Readability Formula

The utility and precision of scaling 200 relatively short reading passages were analyzed using a Rasch-based measurement technique as compared to readability estimates using the Spache or Dale-Chall formulas. In addition, a regression model was specified for predicting the grade level of a text a student could literally comprehend based on performance using the Rasch-scaled passages. The Rasch-based scaling required approximately 10,000 students distributed evenly across grades 1 to 12. Correlation, linear, and non-linear regression techniques were used for analysis. These analyses supported the conclusion that Rasch-based scaling of passage difficulty was more precise than the scaling based on Spache or Dale-Chall readability formulas. In addition, Rasch passage difficulty could be estimated reasonably well from the Spache or Dale-Chall readability estimates, and Rasch passage difficulty could be used to accurately predict the grade level of text a student could literally comprehend. It was recommended that the 200 Rasch-scaled passages be used for monitoring increases in student ability to literally comprehend written discourse and that they be used as the dependent variable in studies or computer programs designed to predict the difficulty or readability of written discourse. A sample item is appended. (Author/CTM)

ED 167 634 TM 008 474

Parlett, Malcolm Hamilton, David

Evaluation as Illumination: A New Approach to the Study of Innovatory Programs''. Occasional Paper.

Edinburgh Univ. (Scotland). Centre for Research in the Educational Sciences.

Spons Agency-Nuffield Foundation, London (England).

Pub Date-Oct 72

Note-35p.

Pub Type- Information Analysis (070)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Educational Alternatives, Educational Anthropology, *Educational Environment, *Educational Innovation, *Evaluation Methods, Foreign Countries, Formative Evaluation, Observation, *Program Evaluation, *Research Methodology, Research Problems, Scientific Methodology

Identifiers-Great Britain, Illuminative Evaluation

Conventional approaches to program evaluation have followed the experimental and psychometric traditions dominant in educational research. Their aim (unfulfilled) of achieving fully objective methods had led to studies that are artificial and restricted in scope. Illuminative evaluation is introduced as a total re-appraisal of the rationale and techniques of program evaluation. It follows a contrasting 'anthropological' research paradigm. Illuminative evaluation recognizes that an innovative instructional program cannot be separated from its learning milieu a network of cultural, social, institutional, and psychological forces. The evaluator concentrates on processes within the classroom rather than on outcomes (goals, objectives) derived from a specification of the instructional system. Data is collected from observation, interview, questionnaires, and documentary information. Illuminative evaluation thus concentrates on the information gathering rather than on the decision making component of evaluation. The paper concludes with a discussion of the problems and potentialities of the new approach: its range of applicability; objectivity; validity; obligations of the research worker; how explorations of the learning milieu can meet the need for theoretical advance; and how the illuminative approach can clarify decision-making. (Author/CP)

Linn, Marcia C.

Influence of Cognitive Style and Training on Tasks Requiring the Separation of Variables Schema.

Pub Date-Mar 78
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Abstract Reasoning, Cognitive Processes, *Cognitive Style, Foreign Countries, Individual Differences, *Logical Thinking, Performance Factors, *Problem Solving, Secondary Education, *Task Analysis, *Thought Processes, *Training
Identifiers-England, Field Dependence Independence, Pascual Leone (J), Piaget (Jean), Portable Rod and Frame Test

It has been suggested that cognitive style interacts with performance on tasks measuring formal thought. It is hypothesized that cognitive style interacts with task context rather than with the underlying formal thought processes. Experiments are reported to clarify the type of task that elicits an interaction and to determine whether such interactions can be altered by instruction in formal thought processes. About 250 students age 12 to 16 participated in one of three experiments. Two tasks involving the separation of variables schema but contrasting contexts were administered to all subjects. In one context, only information necessary for applying the separation of variables schema was presented. In another context, the relevant information was embedded in irrelevant additional information. Cognitive style was measured in two experiments. In one experiment, subjects taught the separation of variables schema were compared to uninstructed subjects. Results supported the hypothesis of the study: task context interacted with cognitive style and training or separation of variables did not appreciably affect performance on irrelevant context tasks. (Author/RD)

ED 167 636 TM 008 651

Horst, Donald P. Wood, Christine T.

Collecting Achievement Test Data. ESEA Title I Evaluation and Reporting System. Technical Paper No. 13.

RMC Research Corp., Mountain View, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 76
Note-12p.
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Tests, Data Collection, Elementary Secondary Education, Program Evaluation, *Records (Forms), *Scoring, *Student Testing, *Testing, Test Results

There are four steps in obtaining test data, each requiring planning and decision-making: assembling students, administering tests, scoring, and recording scores. In assembling students, two cautions are in order. First, for norm referenced tests, students in the treatment group should take the test at the same time of the year as the students in the norming sample. Second, high absenteeism, differences among test administrators, and in testing environments may significantly affect pretest-posttest scores. Publisher's manuals should be followed exactly to ensure consistency between treatment and comparison groups. From a research viewpoint, trained test administrators should be used rather than classroom teachers. Scoring decisions include selecting an answer form (machine-scorable booklets vs. answer sheets); selecting a scoring agent (school personnel, test publisher, or independent test scoring company); and costs of scoring and of extensive statistical analysis. Finally, when recording scores, data forms should be carefully proofread. All scores should be completely identified and arranged to facilitate analysis. Eleven suggestions for designing test results forms discuss page numbers, testing date, group identification, confidentiality, test name, use of one sheet, arrangement and format of names, identification numbers, number of entries, and arrangement of columns. (CP)

ED 167 637 TM 008 763

Stutz, Jane Porter, Ed. Knapp, Joan, Ed.

Experiential Learning: An Annotated Literature Guide. 1978 Supplement.

Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Pub Date-Nov 78

Note-146p.; For earlier edition, see ED 148 859

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-College Credits, College Faculty, College Students, *Educational Assessment, Educational History, *Evaluation Methods, *Experiential Learning, Higher Education, Informal Assessment, Postsecondary Education, Program Costs, *Program Descriptions, Program Development, Program Evaluation, *Special Degree Programs, *Student Evaluation, Teacher Role

Identifiers-Information Analysis Products

This supplement to the 1977 literature guide contains 250 citations of reports, journal articles, and dissertations discussing college-level learning for which students or potential students might seek credit. It is organized into five parts. Part A covers experiential learning programs; Part B focuses on student learning; Part C is an alphabetical listing of all annotated references; Part D lists references received too late to annotate; and Part E is a subject index based primarily upon Educational Resources Information Center (ERIC) descriptors. Topics included in Part A are: rationale and history of experiential learning; types of programs; program planning and implementation; program evaluation; faculty resources; and financing. Part B is organized around a six-stage student assessment framework: identification, articulation, documentation, measurement, evaluation, and transcription of academic records. Whereas the 1977 guide was selective, this supplement attempts to be comprehensive, excluding only items that did not appear to be readily available. (Author/CP)

ED 167 638 UD 018 602

Struggle for Equal Opportunity Strategies for Social Welfare Action. Lutte pour l'egalite des chances Strategies pour l'action sociale.
International Council on Social Welfare, Ottawa (Ontario).
Pub Date-Jun 76
Note-60p.; Presentation prepared for the International Conference on Social Welfare (18th, San Juan, Puerto Rico, July 18-24, 1976) ; For related document see ED 162 009
Available from-International Council on Social Welfare, Canada, P.O. Box 3505, Station C, Ottawa, Ontario K1Y 4G1 ($1.00)
Language-English; French
Pub Type- Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-Canada Natives, *Change Strategies, *Civil Rights, Equal Education, Equal Opportunities (Jobs), Females, Immigrants, Low Income Groups, *Minority Groups, Political Power, *Social Development, *Social Services, *Social Welfare, Welfare Problems
Identifiers-*Canada, French Canadians

In this report the concept of equal opportunities and strategies for implementing social welfare programs in Canada are discussed. Existing laws and services are described. Access to services and the extension of welfare rights are considered. Definitions of poverty, strategies for the redistribution of income, and obstacles preventing income redistribution are examined. The question of equal opportunities for minorities, including the French language population, native peoples, women, immigrants, and the poor, is viewed in light of government priorities. Strategies for creating equal opportunities in politics and administration and among geo-political areas within Canada are suggested. International cooperation in the attainment of social welfare rights is explored in terms of the Canadian attitude towards social development. (WI)

ED 167 639 UD 018 693

Schofield, Janet Ward And Others

Social Process and Peer Relations in a Nearly Integrated'' Middle School.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Contract-400-76-0011
Note-182p.; Best copy available; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Students, Case Studies (Education), *Caucasian Students, Classroom Environment, Educational Research, Elementary Secondary Education, *Race Relations, Research Methodology, *School Integration, School Organization, Social Development, Social Relations, Student Attitudes, Teacher Attitudes, *Urban Schools

This report focuses on the relations which have developed between black and white students in a new interracial middle school. In addition to describing these relations, it analyzes why and how they have developed. A review of the literature on desegregation and intergroup relations is used to set the context of the study. A description of the research methodology and criteria employed in the study is provided. Taken into consideration are teacher and student attitudes and aspects of the school's organization. Specific classroom activities and incidents are used in analyzing the development of interracial relationships. Findings are discussed and summarized and recommendations for improving student relations are made. A list of references is also included. (EB)

ED 167 640 UD 018 746

Schnare, Ann Burnet
The Persistence of Racial Segregation in Housing.
Urban Inst., Washington, D.C.
Pub Date-78
Note-35p.; Not available in hard copy due to author's restriction ; Figures are marginally legible due to small print
Available from-The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (URI 21600; $3.50)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Housing, *Blacks, *Discriminatory Attitudes (Social), Economic Factors, Equal Education, Equal Opportunities (Jobs), Government Role, *Metropolitan Areas, Racial Integration, *Racial Segregation, Residential Patterns, Rural to Urban Migration

The movement of the black population from rural to urban areas increased the potential for integration by ending the isolation of blacks on farms in the rural South. But that isolation has been replaced by a new form of segregation. Black metropolitan growth has been concentrated in the central cities accommodated by the expansion of urban ghettos rather than by the development of racially integrated neighborhoods. The most immediate effect of segregation is found in the cost and quality of housing available to blacks. In addition, segregated housing gives rise to segregated schools which appear to have a negative impact on the scholastic achievement of blacks. Other effects include the lack of employment opportunities and a rise in prejudicial attitudes and discriminatory actions. Governmental attempts to deal with the problem have not been effective due, in some part, to racial differences in income, information barriers, and particularly to prejudicial attitudes on the parts of both blacks and whites. (Author/EB)

ED 167 641 UD 018 769

Hurh, Won Moo

Comparative Study of Korean Immigrants in the United States: A Typological Approach.

R and E Research Associates, Inc., San Francisco, Calif.
Pub Date-77
Note-70p.
Available from-R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($8.00)
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Acculturation, *Asian Americans, *Cross Cultural Studies, *Cultural Differences, Discriminatory Attitudes (Social), Educational Background, Ethnic Distribution, Ethnicity, Ethnic Stereotypes, *Immigrants, *Korean Americans, Racial Factors, Self Concept

The main purpose of this paper is to analyze the life choices and life styles of Korean immigrants in comparison to other ethnic minorities, particularly other Asians, in the United States. Factors contributing to differential degrees of cultural assimilation among the Asian immigrants are analyzed along three dimensions: (1) objective; (2) subjective; and (3) interactional. The objective dimensions include demographic, ecological, economic, educational, kinship organization, and temporal variables. The subjective dimension refers to motivation for immigration, perception of life chances in the United States, degree of ethnic identity, and other personality characteristics. The interactional dimension encompasses such things as the historical contact between the ``home'' and ``host'' societies, the ``host'' society's stereotypes about the ``home'' society, the relationship between different minority groups, and the situational contingencies of the host society as a whole. Other factors taken into account include sex ratios, intermarriage, self-concept, discrimination, racial factors, and ethnic group interaction. The analyses indicate that, compared to other Asian immigrants, the recent Korean immigrants experience faster assimilation due to their small numbers, higher educational backgrounds, facility with English, their geographical dispersion, stable marriages, and high achievement orientation. (Author/EB)

ED 167 642 UD 018 770

Morawska, Ewa T.

The Maintenance of Ethnicity: Case Study of the Polish-American Community in Greater Boston.

R and E Research Associates, Inc., San Francisco, Calif.
Pub Date-77
Note-183p.
Available from-R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($9.00)
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Acculturation, Community Support, Cultural Factors, *Cultural Pluralism, Cultural Traits, Ethnic Groups, *Ethnicity, *Ethnic Status, *Group Unity, Identification (Psychological), Occupational Mobility, *Polish Americans, Social Influences, Socioeconomic Status
Identifiers-*Massachusetts (Boston)

This study of the Polish-American community in the Greater Boston area has a threefold purpose: (1) it attempts to provide a socio-historical outline of the group's structural position and cultural characteristics; (2) it analyzes the influence of selected factors such as generational positioning, educational status, and place of residence on contemporary ethnicity within the context of psychological, cultural, and social components; and (3) it discusses the present social-cultural life of the community while investigating future trends in ethnicity maintenance. Additional topics discussed and/or analyzed as they relate to the Polish community in Boston following the Second World War include socioeconomic position, occupational mobility, population trends, educational attainment, ethnic identification, traditional and acculturated traits, and ingroup social life. Appendices include a sample study questionnaire and statistical tables. A bibliography is included. (EB)

ED 167 643 UD 018 771

Millett, Ricardo A.

Examination of Widespread Citizen Participation'' in the Model Cities Program and the Demands of Ethnic Minorities for a Greater Decision Making Role in American Cities.

R and E Research Associates, Inc., San Francisco, Calif.

Pub Date-77

Note-155p.

Available from-R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($8.00)

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-Administrator Attitudes, *Citizen Participation, City Demography, Community Attitudes, *Community Development, *Decision Making, *Economic Development, *Ethnic Groups, Federal Programs, Job Development, *Minority Role, *Program Evaluation, Resource Allocations, Urban Areas

Identifiers-*Model Cities Program

The Model Cities Program is discussed in this report in terms of neighborhood revitalization, citizen participation, and funding. The effects of the program, as a Federal intervention in the social, political and economic problems of the urban poor, are described. The operational effectiveness of the program's participatory mechanisms designed to channel and structure the rising demands of ethnic minorities for a greater role in urban decision making are evaluated.

Factors and conditions which are correlated with residents' participation in eleven urban localities are analyzed. Program administration, citizen participation structures, and minority interest in the program are discussed. The methodology, data tables, and results of a study on decision making in a Model Cities Program are examined. It is concluded that the program failed to reach the majority of its target population and did not succeed in terms of an economic impact on communities. (Author/WI)

ED 167 644 UD 018 772

Bergsma, Lily Chu

A Cross-Cultural Study of Conformity in Americans and Chinese.

R and E Research Associates, Inc., San Francisco, Calif.

Pub Date-77

Note-99p.

Available from-R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($8.00)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Adults, Behavior Patterns, *Conformity, *Cross Cultural Studies, *Elementary School Students, *Imitation, Learning Processes; *Modeling (Psychological), Psychological Characteristics, Sex Differences, Teaching Techniques

Identifiers-Americans, *Chinese (People)

Compared in this report based on a dissertation are the tendencies of Chinese and Americans to conform to their own cultural norms. Background information is provided through a review of pertinent literature and a discussion of conformity and imitation. Three experiments used in investigating the degree of conformity and imitation in Chinese and American adults and children are described. Results indicate that Chinese adults are more conforming than American adults and that Chinese children are more dependent upon social forces and are more sensitive to environmental influences than American children. Findings are further discussed in terms of cross-cultural comparisons of conformity and helping behavior, effects of a model's competence and status, a cross-cultural comparison of the effects of reinforcement and sex, and the relationship between imitation and conformity. Implications of the study are discussed. Appendices include scripts and questions used in the experiments and raw scores of the experiments for both Americans and Chinese. A list of references is included. (EB)

ED 167 645 UD 018 773

Wong, James I.
Aspirations and Frustrations of the Chinese Youth in the San Francisco Bay Area: Aspersions upon the Societal Scheme.
R and E Research Associates, Inc., San Francisco, Calif.
Pub Date-77
Note-137p.
Available from-R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($8.00)
Pub Type- Historical Materials (060) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Acculturation, Aspiration, *Attitudes, *Chinese Americans, *Chinese Culture, Cultural Background, Immigrants, Questionnaires, Racial Discrimination, *Social History, Social Science Research, *Youth
Identifiers-*California (San Francisco)

In this study, the aspirations and frustrations of Chinese youth in the San Francisco Bay area are surveyed and evaluated. The social and political history of Chinese immigrants in the United States is discussed. The interface between Chinese cultural background and American society is explored. Factors in and problems of assimilation are discussed from the viewpoint of American racial discrimination and of Chinese ethnocentrism. Results of a questionnaire survey of the attitudes of Chinese youth are tabulated and analyzed from the sociocultural perspective. A lengthy bibliography follows each section of the report. (WI)

ED 167 646 UD 018 775

Rice, Thomas J.

A Comparative Study of Social Mobility in Four North American Urban Areas.

R and E Research Associates, Inc., San Francisco, Calif.

Pub Date-77

Note-121p.

Available from-R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($9.00)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Demography, Males, *Occupational Mobility, Occupational Surveys, Questionnaires, Social Differences, *Social Mobility, *Social Status, *Sociocultural Patterns, *Urban Areas

Identifiers-*Canada, *United States

In this study, social mobility of the labor force in four urban areas, two in Canada and two in the United States, is researched. Based on data provided by a questionnaire, four components of social mobility are analyzed: (1) structural change patterns of occupational mobility; (2) social origins of nonmigrants; (3) intergenerational mobility; and (4) correlation of locality to social mobility. The impact of social origins and personal resources is assessed and the dependence relationships between diverse social structures and the mobility achieved within them is described. A city type comparison indicates the relative socioeconomic attainment predictable in various social settings. A lengthy bibliography and sample questionnaire are appended. (Author/WI)

ED 167 647 UD 018 776

Meloni, Alberto

Italian Americans: A Study Guide and Source Book.

R and E Research Associates, Inc., San Francisco, Calif.

Pub Date-78

Note-98p.

Available from-R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($6.00)

Pub Type- Historical Materials (060) - Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors-*Acculturation, *Cultural Background, Cultural Factors, *Ethnicity, *Ethnic Status, Ethnocentrism, Family Role, *Immigrants, *Italian Americans, Political Influences, Religious Factors, Self Concept, Socioeconomic Influences

Aspects of Italian immigration to the United States outlined in this guide include: (1) historical precedents for the Italian migration to North and South America; (2) economic reasons for the migration; (3) costs and resulting permanence of the migration; (4) characteristics of the family and individuals who migrated; (5) assimilation of these immigrants into the employment structure of American society; (6) resistance and discriminatory attitudes they experienced; (7) the inability of the Italians to maintain their family based culture due to America's societal, economic, and cultural pressures; (8) the limited social and cultural assistance of the Catholic Church; and (9) the turning of the immigrants to mutual benefit societies, the immigrant press, politics and crime, alternative institutional means to achieve economic influence, social stability, political advantage, and personal gratification. Also outlined are problems faced by Italian Americans in America today. They include difficulties with their self-concept and their ethnic identity. Appended are tables showing Italian immigration to the United States by years and distribution of Italian born immigrants by decade and state. An extensive bibliography is included. (EB)

ED 167 648 UD 018 837

Youthwork Bibliography; National Youthworker Education Project.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-Jan 78
Note-105p.; Not available in hard copy due to print quality; Best copy available
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adolescents, Career Development, Cultural Differences, Drug Abuse, Feminism, Health, Justice, Sexuality, *Social Services, *Youth Problems
Identifiers-*National Youthworker Education Project

In this annotated bibliography, sources of information are compiled on the topics of: (1) understanding adolescents and youth; (2) special challenges for youth workers; and (3) process and practice in youth work. Areas covered include cultural diversity, human sexuality, health, careers, feminism, and methodologies for working with youth and youth groups. Books, pamphlets, films, newsletters, and journals are listed by topic. Addresses of film rental sources and a list of magazine publications on youth and youth work are included. (WI)

ED 167 649 UD 018 854

Bass, Jack

Widening the Mainstream of American Culture. A Ford Foundation Report on Ethnic Studies.

Ford Foundation, New York, N.Y.

Pub Date-Oct 78

Note-41p.; Not available in hard copy due to institution's restriction

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-American Indians, Bilingual Education, Black Studies, *Ethnic Studies, Financial Support, *Higher Education, Minority Groups, *Multicultural Education, Political Influences, Puerto Ricans, Social Influences

Identifiers-Ford Foundation

This report describes the evolution of Afro-American, Hispanic, and American Indian studies supported by the Ford Foundation at both the undergraduate and graduate levels. An overview of the events which led to increased interest in minority/ethnic studies is provided. Specific undergraduate programs discussed include the Afro-American studies program at Yale, the Mexican American studies program at California State University, and programs for minority students at Oakes College. Aspects considered include vocational concerns of those in Afro-American studies, the demand for bilingual/bicultural education in Los Angeles, and the role ethnic studies has played in increasing minority student interest in science. Specific graduate programs referred to include the Afro-American Studies Programs at Boston University and Atlanta University, the Center for Puerto Rican Studies at the City University of New York, and the multi-ethnic program at the University of California at Los Angeles. Reviewed are strategies undertaken by these universities to develop and establish professional interest and concern for the respective minority/ethnic groups. (EB)

ED 167 650 UD 018 891

Alers, Jose Oscar And Others

Puerto Ricans and Health. Findings from New York City. Monograph Number One.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Problems.
Pub Date-Jun 78
Grant-1-R01MH30569-01
Note-106p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Community Health Services, *Employment Opportunities, Health Needs, Manpower Utilization, *Medical Services, Mental Health, Psychiatric Services, *Puerto Ricans, *Social Attitudes
Identifiers-*New York (New York)

Principal quantitative findings on the health of Puerto Ricans in New York City are brought together in this monograph. The statistics provided refer to mortality, morbidity, services, manpower, and attitudes toward health services. In each of these areas, comparisons are made between Puerto Ricans and other racial/ethnic groups or the total population of the city. A number of recommendations are made for actions that should be taken by public or private agencies or elected officials to alleviate the conditions highlighted by the data presented. A bibliography is included. (Author/EB)

ED 167 651 UD 018 922

Suspensions and Expulsions in Chicago Public Schools.

Commission on Human Relations, Chicago, Ill.
Pub Date-Feb 77
Note-22p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Board of Education Policy, Disadvantaged Youth, *Discipline Policy, Elementary Secondary Education, *Expulsion, *Public Schools, Socioeconomic Influences, Student Rights, *Suspension
Identifiers-*Illinois (Chicago)

This report describes problems directly related to the present method of dealing with suspension and expulsion in the Chicago public schools and recommends specific strategies for dealing with these problems. Problems discussed include: (1) the need for a definition of "gross misconduct"; (2) the need for the dissemination of information on Board of Education policies relative to suspension; (3) the need for thorough orientation of students as to suspendable offenses; (4) the need for clarification of suspension and expulsion policies; (5) problems related to the various roles delegated to school counselors; and (6) the loss of education experiences by suspended or expelled students. In addition, other problems that may contribute to suspensions and/or expulsions such as the socioeconomic level of students, divorce, unemployment, chronic illness, and delinquency are outlined. (EB)

ED 167 652 UD 019 001

Small Area Forecast Evaluation.

Southeast Michigan Council of Governments, Detroit.

Pub Date-Aug 78

Note-89p.; For a related document, see Ed 166 294; Some tables may be marginally legible due to the print quality of the original document

Pub Type- Reports - Evaluative (142)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Community Development, Community Involvement, Conservation (Environment), Employment Trends, *Estimated Costs, Family (Sociological Unit), Population Trends, *Prediction, *Public Policy, *Regional Planning, School Expansion, Transportation

Identifiers-*Michigan

The results of a small area forecast with regard to household composition, population and employment distribution, development and school costs, environmental impact, and transportation in Southeast Michigan are evaluated in this report. The role of public policy in influencing the community demography by the year 2000 is considered by demonstrating how different policy alternatives affect patterns of regional development. As an aid to evaluation of the six small area forecast alternatives, three sets of evaluation measures are presented. Public and private costs associated with providing physical facilities to serve new development are analyzed. Measures that indicate how each policy alternative affects environmental quality and natural resources in the region are described. Information concerning how regional transportation systems would be affected under each alternative is provided. Each of the evaluation measures is intended to be used only to compare relative merits of the small area forecast policy alternatives. Evaluation results are provided for the region as a whole, individual counties, and the City of Detroit and by community group classification. The development of community groups, their definition, and a list of the communities that make up each group is appended. (WI)

ED 167 653 UD 019 014

Duncan, Greg J., Ed. Morgan, James N., Ed.

Five Thousand American Families Patterns of Economic Progress. Volume III: Analyses of the First Six Years of the Panel Study of Income Dynamics.

Michigan Univ., Ann Arbor. Survey Research Center.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.; Office of Economic Opportunity, Washington, D.C.
Pub Date-75
Note-496p.; For related documents, see ED 088 765-766 and UD 019 015-017; Not available in hard copy due to author's restriction ; Parts may be marginally legible due to small print
Available from-Publication Sales, Institute for Social Research, P.O. Box 1248, Ann Arbor, Michigan 48106 (Paper $7.50; Cloth $12.50)
Pub Type- Reports - Research (143)
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-Blacks, Caucasians, Consumer Economics, Day Care Services, *Economic Change, *Economic Factors, *Economic Status, *Family Income, Family Mobility, Family Problems, *Family Status, Inflation (Economics), *Living Standards, Low Income Groups, Marital Instability, Unemployment
Identifiers-*Panel Study Of Income Dynamics MI

This volume focuses on the main issues to which the Panel Study of Income Dynamics was directed the determinants of the changing economic fortunes of black and white families. The economic status of the families studied, patterns of transition, and changes in the structure of the families and their relationship to changes in economic activity are examined. The short run relationship among attitudes, behavior patterns, and economic status is investigated. A possible policy approach to the problems of maintaining minimum living standards for all families is discussed. Specific problems faced by many families are dealt with. These include the social and economic consequences of marital disruption and other disruptive events such as unemployment, evictions, unplanned children, and illness. Child care options available to working parents and several aspects of residential mobility are looked at. Also examined is the equity at various income levels of the income tax and the recent gasoline price inflation. In addition, the risk avoidance behavior of sample families as it relates to their economic fortunes is analyzed. Summaries of related research and reports are presented. Appendices on the quality of the data, statistical method, and use of the Sentence Completion Test are included. (Author/EB)

ED 167 654 UD 019 015

Duncan, Greg J., Ed. Morgan, James N., Ed.

Five Thousand American Families Patterns of Economic Progress. Volume IV: Family Composition Change and Other Analyses of the First Seven Years of the Panel Study of Income Dynamics.

Michigan Univ., Ann Arbor. Survey Research Center.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.; Office of Economic Opportunity, Washington, D.C.
Pub Date-76
Note-523p.; For related documents, see ED 088 765-766 and UD 019 014-017; Not available in hard copy due to author's restriction; Parts may be marginally legible due to small print
Available from-Publication Sales, Institute for Social Research, P.O. Box 1248, Ann Arbor, Michigan 48106 (Paper $7.50; Cloth $12.50)
Pub Type- Reports - Research (143)
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-Blacks, Caucasians, Consumer Economics, *Economic Change, Economic Disadvantagement, *Economic Status, Family (Sociological Unit), *Family Income, *Family Status, *Family Structure, Heads of Households, Inflation (Economics), Low Income Groups, Marital Instability, Sex Discrimination, Working Women
Identifiers-*Panel Study Of Income Dynamics MI

This volume reports on data collected from 1968 through 1974. Considerable attention is given to a systematic look at several of the more important changes in family composition and the relationship between these changes and changes in economic well-being. Taken into consideration is the impact family composition changes have on the economic status of men and women in black and white families. Changes considered include marital disruption, unmarried heads of households and marriage, and older children splitting off. Other factors contributing to the economic change and/or status of families examined include the impact of inflation on commuting and driving costs, on food expenditures, and on housing costs. In addition, there are special studies on labor market sex discrimination, the anatomy of inequality, and the incidence of poverty among school age children. Other research being done with panel data is summarized. Appendices include a seven year check of the possible effects, motives, and behavior patterns on change in economic status, a simultaneous equations estimation, response rates and data quality, and samples of 1969 and 1974 questionnaires. (Author/EB)

ED 167 655 UD 019 016

Duncan, Greg J., Ed. Morgan, James N., Ed.

Five Thousand American Families Patterns of Economic Progress. Volume V: Components of Change in Family Well-Being and Other Analyses of the First Eight Years of the Panel Study of Income Dynamics.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.; Office of Economic Opportunity, Washington, D.C.

Pub Date-77

Note-526p.; For related documents, see ED 088 765-766 and UD 019 014-017; Not available in hard copy due to author's restriction ; Parts may be marginally legible due to small print

Available from-Publication Sales, Institute for Social Research, P.O. Box 1248, Ann Arbor, Michigan 48106 (Paper $7.50; Cloth $12.50)

Pub Type- Reports - Research (143)

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-Blacks, Caucasians, Day Care Services, *Economic Change, *Economic Progress, *Economic Status, Educational Background, Family Attitudes, Family Background, *Family Income, Family Mobility, *Family Status, Low Income Groups, Working Women

Identifiers-Food Stamp Program, *Panel Study of Income Dynamics MI

This volume contains analyses of data from the first eight waves of the Panel Study of Income Dynamics. The first part of this volume attempts to evaluate the relative importance of family composition changes, labor force participation decisions, and changes in earnings for the black and white families studied. The second part deals with a variety of related topics: the relationship between macroeconomic growth and family income; how family background, education, and attitudes affect earnings level and change; and the patterns of year-to-year change in earnings. Other chapters cover fertility patterns, labor force participation decisions of wives, the determinants of participation in the food stamps program, and the choice of child care modes by working mothers. In addition, the work of other researchers using panel data is summarized. Appendices include descriptive tables, response rates and data quality, and a sample of the 1975 questionnaire. (Author/EB)

ED 167 656 UD 019 017

Duncan, Greg J., Ed. Morgan, James N., Ed.

Five Thousand American Families Patterns of Economic Progress. Volume VI: Accounting for Race and Sex Differences in Earnings and Other Analyses of the First Nine Years of the Panel Study of Income Dynamics.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.; Office of Economic Opportunity, Washington, D.C.

Pub Date-78

Note-492p.; For related documents, see ED 088 765-766 and UD 019 014-016; Some pages (tables) may not reproduce well due to print size; Not available in hard copy due to author's restriction

Available from-Publication Sales, Institute for Social Research, P.O. Box 1248, Ann Arbor, Michigan 48106 (Paper $7.50; Cloth $12.50)

Pub Type- Reports - Research (143)

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-Age Differences, Blacks, Caucasians, *Economic Status, Educational Background, *Employment Patterns, *Family Income, Job Skills, *Racial Differences, Racial Factors, *Salary Differentials, *Sex Differences, Wages, Work Experience, Working Women

Identifiers-*Panel Study Of Income Dynamics MI

In trying to determine race and sex differences in earnings, some chapters in this volume examine the hypothesis that earnings differences are caused by skill differences. Findings indicate that skill differences cannot account for much of the earnings differences. Education levels required by various jobs are analyzed and compared to the actual attainment level of the job holders. This analysis indicates that surplus'' education is widespread, but also has a wage payoff. An investigation of the vintage'' effects of the growth rates in earnings of black and white workers shows that large effects are found among an older cohort of workers of both races. Short and long-term poverty are also investigated. Taken into consideration is the relative importance of various types of transfer programs in raising individuals above the poverty line. The incidence and effects of housing and neighborhood problems are analyzed. Other factors examined include property taxes paid, the contribution or subsidy given or received by family members, and trends in driving, commuting, and food expenditures. The current work of researchers using panel data is summarized and appendices include response rates, data quality, and a sample of the 1976 questionnaire. (Author/EB)

ED 167 657 UD 019 045

Unseen Community: Marginal Urban Populations. Final Report.

Western Behavioral Sciences Inst., La Jolla, Calif.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-30 Sep 78
Grant-RO1-MH25996
Note-204p.
Available from-Western Behavioral Sciences Institute, P.O. Box 2029, La Jolla, California 92038 ($10.00)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Health Conditions, *Hotels, Life Style, *Low Income Groups, *Low Rent Housing, *Older Adults, *Social Structure, Urban Population
Identifiers-California (San Diego)

In this report, an ethnographic study of the aged population of 12 hotels in downtown San Diego is described. The life styles and support groups of residents of ``single room occupancy'' (SRO) hotels are compared to skid-row hotels and middle class retirement hotels in the immediate neighborhood. Methodology in the study consisted of collecting autobiographies, diaries and responses to three survey questionnaires. Findings indicate that: (1) residents of SROs are 90% male, median age 62, and have lived in the area an average of seven and one-half years; (2) the hotel and its staff provide the core of the social organization; (3) the middle class group exhibits more elaborate networks, support systems and family involvement; (4) skid-row occupants are more transient than occupants of SROs; and (5) good cheap restaurants in the area provide inexpensive balanced meals. Individual papers included in the report focus on redevelopment in downtown San Diego, the elderly poor in San Diego hotels, SRO residents, health status, support systems, eating habits of older hotel occupants, and the high risk of urban renewal and redevelopment for the marginally subsistent. (Author/WI)

ED 167 658 UD 019 049

A Planning Perspective and A Selective Bibliography for Research in Urban Education.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Nov 78
Note-18p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Finance, *Educational Policy, Elementary

Secondary Education, *School Administration, *School Community Relationship, *Urban Education, Urban Youth

In this paper, perspectives for planning future research in urban education are suggested. Results of a review of data from almost 600 large city programs on action learning, basic skills, cultural pluralism and school-community interaction are listed. A selective bibliography on urban education covers the problems of educating urban youth, fiscal priorities, school-community relationships, political and legal realities, and strategies in school management. (WI)

ED 167 659 UD 019 075

Stephens, O. Z.

Induced Desegregation: Its Effects on White Pupil Population and Resegregation in the Memphis City School System.

Pub Date-19 Mar 76

Note-127p.; Not available in hard copy due to marginal legibility of original; Appendix A, pages 81-92 (copyrighted material) has been deleted

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Black Students, *Caucasian Students, Elementary Secondary Education, Enrollment Influences, Enrollment Projections, *Enrollment Trends, *Integration Effects, Integration Litigation, Racially Balanced Schools, *Racial Segregation, *School Integration, *Urban to Suburban Migration

Identifiers-Tennessee (Memphis), *White Flight

This report argues that recent court decisions and the subsequent implementation of desegregation plans have contributed to rapidly increasing resegregation of the public school population. Official enrollment data for the Memphis City School System from 1963 to 1976 is used to: (1) examine enrollments in light of induced desegregation from its inception in the 1972-73 school year to 1975-76; (2) project the racial composition of the school system, particularly white enrollment, for future planning purposes; and (3) identify some possible consequences of those projected enrollments as they relate to planning procedures. Taken into consideration are normal white attrition rates and the annexation of Raleigh area schools which represented 20 percent of the school system's total white enrollment. Numerous tables and graphs provide comparative enrollment data for grades 1-12 in the school system. Appendices include a list of 1975-76 private and parochial school enrollment figures, and black and white birth rates for Memphis and Shelby Counties (1959-1965). (EB)

ED 167 660 UD 019 076

Staff Perceptions of the Internal and External Effects of Desegregation.

Memphis City School System, Tenn.
Pub Date-Nov 78
Note-228p ; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Black Students, Caucasian Students, Community Involvement, Curriculum Development, Elementary Secondary Education, Enrollment, Expenditures, *Integration Effects, Parent Participation, Peer Relationship, Public Support, *School Integration, Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Attitudes
Identifiers-Tennessee (Memphis), White Flight

Parent/community involvement in public education is discussed in terms of positive and negative changes. White flight, declining test scores, discipline problems, and rising educational expenditures are cited as contributing factors to the negative image and decreased public support for education. Morale and labor management relations before and after desegregation are the topics considered in an examination of employee relations. Positive and negative results of media involvement are listed. Descriptions of teacher, pupil, and principal interpersonal relationships take into account the racial ratio of the student body. Declining enrollment is attributed to desegregation activities, the move to suburbia,'' and a declining birth rate. Achievement results for black and white students are reported on for grades 3, 5, and 7 in schools of different categories. Internal and external efforts at curriculum changes are examined. Also discussed are student interests in extracurricular activities and budgeting problems. Appendices deal with different aspects of declining enrollment and budgetary problems in the Memphis school system. Letters regarding desegregation litigation and busing are included. (EB)

ED 167 661 UD 019 107

Peralta, Victorina Horikawa, Herbert

Needs and Potentialities Assessment of Asian-American Elderly in Greater Philadelphia. A Project of the Mid-Atlantic Region Research Committee.

Spons Agency-Asian American Mental Health Research Center, Chicago, Ill.
Pub Date- 78
Note-61p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Programs, *Asian Americans, *Community Services, Educational Opportunities, Employment Opportunities, Employment Potential, *Financial Needs, *Health Needs, Language Handicaps, *Needs Assessment, Racial Discrimination, Recreational Programs, *Senior Citizens
Identifiers-*Pennsylvania (Philadelphia), Senior Citizen Centers

The study reported on in this document was undertaken to develop a service delivery model that would accurately reflect the Asian-American's specific cultural needs, values, and traditions. The personal characteristics, economic conditions, and interests of 255 Asian-American elderly in the Philadelphia area are described. A needs assessment of this sample includes the following: (1) present financial assistance; (2) needed financial assistance; (3) senior citizen center knowledge and participation; (4) reasons for not joining a senior citizen center (e.g., language barriers, racial discrimination); (5) need for an Asian-American senior center; (6) the degree of awareness the sample has of homemaker services, in-home services, domiciliary care, adult foster care, meals on wheels, supportive counseling, food stamps, protective services, legal services, recreational services, educational opportunities, mental health services, employment services, housing, and transportation. It is argued that the data collected indicate a need for an Asian-American senior citizen center in Philadelphia. Tables of statistical data and a list of references are included. (EB)

ED 167 662 UD 019 113

Claiborne, Louis
Race and Law in Britain and the United States. MRG Report No. 22.
Minority Rights Group, London (England).
Pub Date-Dec 74
Note-24p.; Not available in hard copy due to light print
Available from-Minority Rights Group, 36 Craven Street, London WC2N 5NG, England ($1.50)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Blacks, Caucasians, Civil Rights, *Civil Rights Legislation, Equal Education, Equal Opportunities (Jobs), *Government Role, Political Influences, *Race Relations, *Racial Discrimination, *Racial Integration, Slavery, Social Influences
Identifiers-*Great Britain, *United States

This report surveys American and British experiences in applying law to problems of race relations, and assesses the achievements and setbacks in each nation. An overview of racial issues in the course of United States and British history, beginning with the slavery issue, provides a perspective on the common and different problems experienced by both countries. Discussed in this overview are the two countries' approaches to race relations and the political and legal traditions which shaped each of the approaches. Also discussed is the form and extent of legal intervention developed and undertaken by each country. Specific legislation referred to includes the Civil Rights Acts of 1964 and 1968 and the Voting Rights Act of 1964 in the United States and the Race Relations Acts of 1965 and 1968 in Britain. The effects of legal intervention are assessed along the dimensions of racial equality in education, and housing and jobs for blacks. Civil rights and black liberation movements in the United States and the entrenchment of racial discrimination in most areas of British society are also discussed. The author concludes that the governments in both countries can play a significant role in combating discrimination, and makes suggestions for making the role of the government in each case more effective. (EB)

Rosenberg, Gerhard
Adolescent Needs in the Urban Environment. Set 78 Number Two, Item 7.
New Zealand Council for Educational Research, Wellington.
Pub Date-78
Note-7p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, After School Activities, Art Activities, Child Development, *Educational Improvement, Elementary Secondary Education, *Environmental Influences, Needs Assessment, *Recreational Facilities, Social Factors, *Student Attitudes, *Urban Environment, Work Experience Programs
Identifiers-Maori Youth, *New Zealand, Steiner (Rudolf)

This paper is a review of essays written by pupils in some Auckland schools dealing with their views of the urban environment and the recreational facilities available to them. Recommendations are made for overcoming the inadequacies and limitations pointed out by the students. References are made to the philosophies of several adult educators regarding the importance of environment and recreational facilities for a child's cognitive and affective development. Particular attention is given to Rudolph Steiner's theory about the connection between play, art, and work, and the importance of this connection for making decisions about physical environments for children. The special problems of Maori children in the urban environment are also discussed. (EB)

ED 167 664 UD 019 146

Ohio Civil Rights Commission, 10th Annual Report, 1977-1978.
Ohio State Civil Rights Commission, Columbus.
Pub Date-79
Note-35p.
Available from-Ohio Civil Rights Commission, 220 Parsons Avenue, Columbus, Ohio 43215 (n.c.)
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Affirmative Action, *Civil Rights, Civil Rights Legislation, Community Relations, Consumer Protection, *Credit (Finance), Demography, Equal Education, Equal Facilities, *Equal Opportunities (Jobs), *Housing Discrimination, *Racial Discrimination, *Sex Discrimination, Staff Improvement
Identifiers-*Ohio

Presented in this document are the percentages, level, and basis of charges filed with the Commission regarding discrimination in the areas of housing, employment, credit, and public accommodations. Statistical information provided is based on such factors as racial, religious, and sex discrimination and handicap based charges. Other, nonjurisdictional charges, such as discrimination in employment because of age, hair length, and prison records are also reported. Amounts of monetary awards received by complainants as a result of findings of discriminatory practices are recorded by geographical areas. Other civil rights activities and concerns in which the Commission is involved are reported on. These include the Commission's role in assessing the civil rights impact of Federally-assisted projects, training and staff development, reviewing progress reports of affirmative action programs, and the elimination of discrimination in education and community relations. In addition, legislative action dealing with civil rights during the year is summarized and recommendations are made for remedying discovered weaknesses in the laws administered by the Commission. (EB)

ED 167 665 UD 019 148

Bertoldi, Arthur R.

City-As-School, School Year 1977-1978. Validation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date- 79

Note-42p.; Not available in hard copy due to reproduction quality of the original document

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, *Alternative Schools, Career Education, City Wide Programs, *Community Attitudes, Community Resources, *Educational Alternatives, Educational Programs, High Schools, Motivation, Program Evaluation, Secondary Education, *Student Attitudes, *Teacher Attitudes

Identifiers-*City As School NY, *New York (New York)

This report is a statistical summary of raw data on the success of City-As-School (CAS), an experience-based New York City independent alternative high school. A brief description of CAS, its objectives, resource use, staffing, student population, financing, and processes is provided. Data from the Career Maturity Inventory Competence Test, the Career Maturity Inventory Attitude Scale, comparative studies of the student population, interviews with students and staff, community resources and attitudinal surveys given to students, and staff and community resources are used to review and analyze a series of eight behavioral objectives. Assessed is the impact of the program in fostering growth in student occupational knowledge, self-awareness, motivation, course completion, interest and scholastic achievement, and attitudes toward education and CAS as a learning environment. Results of the assessments are summarized and recommendations for continuing the program are made. (EB)

ED 167 666 UD 019 150

School Integration Surveys: Preliminary Report.

San Diego Unified School District, Calif.
Pub Date-May 77
Note-81p.; For a related document, see UD 019 151
Pub Type- Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Administrator Attitudes, Bus Transportation, *Community Attitudes, Counselor Attitudes, Elementary Secondary Education, Parent Attitudes, *School Integration, *Student Attitudes, *Teacher Attitudes
Identifiers-*California (San Diego), Magnet Schools

In this report, six surveys dealing with attitudes towards integration of San Diego schools are presented. Groups surveyed were registered voters, parents, certificated personnel, classified personnel, secondary school students, and elementary school students. Field work for each separate survey is described. Survey questions are listed and answers are tabulated. (WI)

ED 167 667 UD 019 151

School Integration Surveys. 1978 Report.
San Diego Unified School District, Calif.
Pub Date-May 78
Note-114p.; For a related document, see UD 019 150
Pub Type- Numerical/Quantitative Data (110)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Black Students, Caucasian Students, Elementary Secondary Education, Enrollment Trends, *Public Opinion, *School Integration, *Surveys, *Urban Schools
Identifiers-*California (San Diego), Learning Center Program, Magnet Schools, Voluntary Ethnic Enrollment Program

Surveys dealing with school desegregation in San Diego, California and results are provided for the following areas: (1) registered voters; (2) parents whose children are not participating in the Magnet or Voluntary Ethnic Enrollment (VEEP) programs; (3) parents with children in VEEP; (4) parents with children enrolled in the Learning Center Program; (5) parents with children attending Magnet School programs; (6) parents of white children who left the San Diego City Schools between March 1 and October 7, 1977; (7) certificated personnel; (8) classified personnel; (9) students enrolled in secondary Magnet School programs; (10) students enrolled in elementary Magnet School programs; and (11) students enrolled in the Learning Center Program. The methodology and respondent sample for each survey presented is briefly described. (Author/EB)

ED 167 668 UD 019 153

Schraft, Carol M.

Developing Parent Participation Programs in Schools.

Pub Date-23 May 78
Note-25p.; Paper presented at the New York State Social Work Conference (May 23, 1978)
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Policy, Blacks, Change Strategies, Elementary Education, Low Income Groups, Parent Associations, *Parent Influence, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, *School Administration, *School Involvement
Identifiers-*Yale Child Study Center CT

There are three ways parents can be involved in school life: (1) parent change programs; (2) school change approach; and (3) parent organizations. The problem with parent change programs is that they operate on the naive assumption that children's problems are the result of their parents' inadequacies. They imply that the parent, rather than the school needs to be changed. The school change approach also presents problems. While many schools have provisions for parent participation in some aspect of governance or policymaking, systematic education about developing strategies of influence and power is rarely provided. Parent participation in organizations such as Title I mandated Parent Advisory Councils have not been too successful either. Such organizations are often marked by characteristics that keep parent participation at low levels. The Yale Child Study Center's school intervention program, however, has been successful in increasing parent participation in collaboration with a school development program at Martin Luther King School in New Haven. Some of the strategies employed at the King school, which serves a low income black community, included the development of a parent-staff organization, a parent stipend program, and providing parents with a major voice in school policy and decision making. (EB)

Comer, James P. Schraft, Carol M.

A Social Skills Curriculum for Inner City Children. Progress Report, 1977-78.

Yale Univ., New Haven, Conn. Child Study Center.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Grant-R01-MH27561-03
Note-64p.; For a related document, see ED 154 061
Pub Type- Reports - Evaluative (142)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Curriculum Development, *Curriculum Evaluation, Elementary Education, *Elementary School Curriculum, *Interpersonal Competence, Mainstreaming, Minority Group Children, Parent Participation, School Administration, Special Programs, Student Attitudes, Teacher Attitudes, *Urban Education
Identifiers-*Connecticut (New Haven), Happy Faces Inventory, Intellectual Achievement Responsibility Inventory

The impact of this project implementation at two New Haven, Connecticut elementary schools is assessed along four dimensions: (1) school climate; (2) student attitudes and academic achievement; (3) impact on staff; and (4) impact on parents. School climate is measured by student and staff attendance, suspensions, incidence and management of behavioral crisis, referrals for special evaluation, and the process of school governance. Student attitudes are assessed by the Happy Faces Inventory and the Intellectual Achievement Responsibility Inventory. Academic achievement is measured by the Metropolitan Achievement Test. The impact of the program on school staff is assessed by attitude questionnaires and evaluations of classroom social skills projects. Parent participation is assessed at each of three levels: (1) parent participation in general school functions; (2) parent involvement in a stipend program; and (3) parent participation in school governance. Progress summaries for each school are presented. A report on a special kindergarten project, a summary of the model's mainstreaming program, and a report by an outside evaluator are included. (Author/EB)

ED 167 670 UD 019 163

Huessy, Hans R.

Caring, the Stepchild of Our Medical Care System.

Pub Date-13 Aug 76

Note-17p.; Paper presented at the Richmond Fellowship International Conference, The Politics of Therapeutic Communities'' (2nd, Washington, D.C., August 10-13, 1976)

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Ancillary Services, Emotionally Disturbed, Financial Support, Health Facilities, *Health Services, *Institutionalized Persons, Mental Health, Nonprofessional Personnel, *Personal Care Homes, Professional Personnel, *Psychiatric Services, *Rehabilitation Centers, *Staff Role, Standards

Identifiers-Vermont

Caring, as distinct from the physical surroundings and the social system in which it occurs, cannot be bought and cannot be professionalized. In addition, while caring is a vital element in dealing with psychiatric illness, it is both strenuous as well as unmeasurable, and thus more difficult to supply and finance than professional treatment or material care. Halfway houses, which now cover a great variety of facilities, try to provide a setting in which caring can occur. Small community care centers in Vermont exemplify the type of facility that provides a caring environment. These facilities are enriched by a social support system supplied by area community health centers. Unfortunately, the pressure of third-party payers has brought about a professionalization of staff as the halfway houses try to receive adequate financial compensation. As a result, the current third-party payment system is working to remove the element of caring from the very halfway houses designed to allow it. In order to rectify this situation, third-party payers must be convinced that caring is an essential ingredient in dealing with psychiatric illnesses, and that it must be provided by non-professionals even though this reduces the ability to provide quality control. (Author/EB)

ED 167 671 UD 019 174

Fargo, George Laine, Janice

Ethnicityy and Reading Problems in Hawaii.

Pub Date-79

Note-18p.; Not available in hard copy due to author's restriction; Parts of this document may be marginally legible due to poor print quality of the original document

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Cultural Background, Cultural Differences, Elementary Secondary Education, *Ethnicity, Higher Education, *Minority Group Children, *Multicultural Education, *Reading Achievement, *Reading Programs

Identifiers-*Hawaii, Hawaii English Program, Kamehameha Early Education Program

The reading problems unique to Hawaiian children are related to the diverse ethnic culture composition of the State. A contributing factor is the discrepancy between percentages of ethnic groups and their representations in the ranks of students and teachers. Data indicate an underrepresentation of Filipino and Hawaiian students and an overrepresentation of Chinese and Japanese students in the ranks of high academic achievers. In addition, there is a cultural and ethnic mismatch between students and teachers at both the public school and university levels. There is strong evidence that this mismatch is responsible for the low achievement rates of Filipino and Hawaiian students. The relationship between ethnicity and academic achievement is supported by a number of studies. In recognition of this relationship, two programmatic approaches, the Hawaii-English Program and the Kamehameha Early Education Program, have been implemented in an attempt to improve the English language skills of Filipino and Hawaiian students. It is hoped that the recognition of ethnic and cultural diversity in the schools will enhance the reading achievement of these pupils. (EB)

ED 167 672 UD 019 176

King, Margaret A. Gourley, Judith W.

Language Differences: Do They Interfere With Learning to Read?

Pub Date- 78
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Students, Cultural Differences, *Dialects, Elementary Secondary Education, Language Handicaps, *Language Research, Language Styles, Reading Development, *Reading Difficulty, *Social Attitudes, *Teacher Attitudes, Teacher Education

The reading difficulty that black children encounter is not a result of language differences but rather a consequence of living in a society where people are socialized to view blacks as inferior and less able. Teachers are not immune to these attitudes. In addition to societal views, teachers are also influenced by social science research which has reinforced the notion that black children are inferior by describing them as disadvantaged, deprived, educationally handicapped, and verbally deficient. Social scientists have generated theories that reject the language and culture of these children, and teachers' attitudes and expectations tend to reflect these views. On the basis of a review of the research, it is suggested that teacher training programs, preservice and inservice, should emphasize helping teachers develop an understanding and an awareness of individual as well as cultural and linguistic differences. (Author/EB)

ED 167 673 UD 019 179

Austin, Gregory A., Ed. And Others

Drugs and Minorities. Research Issues 21.

Documentation Associates, Los Angeles, Calif.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.-DHEW-ADM-78-507

Pub Date-Dec 77

Contract-271-75-3071

Note-229p.; Not available in hard copy due to print size of the original document

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Crime, Cultural Factors, *Drug Abuse, *Drug Addiction, Drug Legislation, *Minority Groups, Psychological Characteristics, Racial Factors, Sex Differences, Social Attitudes, Socioeconomic Influences

This volume contains summaries of the latest research focusing on the issue of the extent of drug use and abuse among racial and ethnic minorities and the factors influencing it. Taken into consideration are age and sex differences among users, narcotics addiction, socioeconomic influences, cultural factors, racial factors, demographic factors, criminal activity, institutional use, and social impact. Each summary presents the purpose and scope of the research or study, the methods employed, the results obtained, and the author's conclusions. A guide to the summaries gives the racial/ethnic composition of each study's sample and indicates which of the following factors it deals with: (1) multidrug or opiate drug use; (2) epidemiology; (3) sociocultural factors; (4) psychosocial factors; (5) attitudes; (6) crime and laws; and/or (7) treatment. In addition, an index and a complete list of the studies included in this volume are provided. (EB)

ED 167 674 UD 019 180

Seidner, Stanley S.

In Quest of a Cultural Identity: An Inquiry for the Polish Community.

Pub Date-76

Note-45p.

Pub Type- Reports - Research (143) - Historical Materials (060)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Biculturalism, Cultural Awareness, Cultural Background, *Culture Conflict, Discriminatory Attitudes (Social), Ethnic Groups, *Ethnicity, *Ethnic Stereotypes, *Immigrants, Negative Attitudes, *Polish Americans, Political Influences, Self Concept

This report concentrates on the problems associated with the negative image of the historical, social, and cultural backgrounds of Polish immigrants to the United States. It provides a perspective on the problems this immigrant group encountered in establishing and maintaining its cultural identity. Specific problems with negative stereotyping, discriminatory attitudes, bias in employment, and poor self-image are discussed. Factors contributing to the negative stereotyping such as Polish jokes'' and other forms of prejudice are also discussed. Suggestions are made for rectifying this negative ethnocentrism.'' Reference is made to psychological studies which indicate that bicultural programs foster positive self-image. Specific cultural approaches suggested include a gain in political influence and the exposure of ethnic Polish and other minorities to Polish foods, music, and literature. (EB)

ED 167 675 UD 019 181

Annual Report, 1977-78, New York State Education Department.

New York State Education Dept., Albany.
Pub Date-Nov 78
Note-32p.; Photographs will not reproduce clearly
Journal Cit-Inside Education; v65 n3 Nov 1978
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adult Education, College Students, Compensatory Education Programs, *Cultural Education, Educational Finance, Educational Legislation, *Elementary Secondary Education, Environmental Education, Equal Education, Exceptional Child Education, Federal Aid, *Higher Education, Multicultural Education, *Postsecondary Education, School Integration, *Vocational Rehabilitation
Identifiers-*New York, New York City Project

Presented in this document are brief reports on different aspects of educational finance, elementary and secondary education programs, advances made in higher and professional education, services in cultural education, and changing needs in vocational rehabilitation. An overview of Federal aid to education, the economic impact of education, adult learning services, a statistical profile, and significant 1978 educational legislation is provided. Programs in elementary and secondary education reported on include the New York City Project, Elementary Secondary Education Act funding, racial integration, programs for gifted and talented students, education of the handicapped, migrant programs, and multicultural education. Advances in higher and professional education reported on include services for nontraditional students, professional licensing and conduct, aid to independent colleges, equal access programs, aid to students, and assuring educational quality. Services in cultural education referred to include science, library and museum services. (EB)

Macaranas, Federico M.

Education and Income Inequality: The Case of Young Filipino Americans.

Manhattan Coll., Bronx, N.Y. School of Business Research Inst.

Pub Date-Dec 78

Note-79p.; Not available in hard copy due to reproduction quality of the original document

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Access to Education, Demography, Educational Attitudes, *Enrollment Influences, *Enrollment Trends, Family Income, *Filipino Americans, Motivation, Social Attitudes, *Socioeconomic Influences, Socioeconomic Status

This paper analyzes the macro relationships among education, income, and related socio-economic variables pertaining to young Filipino Americans. Probable reasons underlying the relatively low school enrollment of this ethnic group are examined. In addition, multiple regression models are utilized to explain differences in schooling enrollment patterns among the Filipino, Chinese, and Japanese communities in the United States. The same problem is also examined from a microperspective. Multiple regression models are again used to examine attitudinal variables, demographic variables, and factors motivating education. Appendices include supporting tables for both the macro and micro profiles and a sample questionnaire: "A Survey of Educational Attitudes and Work/Income Opportunities Perceptions of Young Filipino Americans, Fall 1977." A list of references is also provided. (Author/EB)

ED 167 677 UD 019 183

The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Higher Education Systems, Phase II: 1978-1983 (In Four Cumulative Parts).

North Carolina Univ., Chapel Hill. Board of Governors.

Pub Date-May 78

Note-264p.; For a related document, see ED 143 297; Several pages may not reproduce well due to marginal legibility of the original document

Pub Type- Reports - Descriptive (141)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-*Black Students, College Students, *Educational Assessment, Educational Opportunities, Equal Education, *Higher Education, Public Education, *School Integration, State Boards of Education, *State Colleges, *State Universities, Student Mobility

Identifiers-*North Carolina

This publication contains the plan of the Board of Governors of the University of North Carolina for the further elimination of racial duality in North Carolina's public higher education. Actions taken and commitments made by the Board to strengthen black student representation in North Carolina's public higher education are discussed within the context of objectives set forth in an original Long-Range Plan.'' References are made to requirements established by the Department of Health, Education, and Welfare (DHEW). Criteria dealing with student enrollment are treated under the headings of increasing college attendance by black students, increasing racial integration of students in the institutions, and assuring effective educational opportunities for the successful movement of black students through all levels of the public institutions. The racial composition of staffs and governing boards as an influence on student enrollment patterns is taken into account. An appendix includes the full text of the Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education'' as proposed by DHEW. Evaluation commentaries on the State Plan, Phase II'' in relationship to each of the Criteria'' are included. (Author/EB)

ED 167 678 UD 019 184

Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education.

Florida State Dept. of Education, Tallahassee.
Pub Date-Feb 78
Note-251p.; For a related document, see UD 019 185; Not available in hard copy due to reproduction quality of the original document
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Affirmative Action, *Black Students, Civil Rights, *Community Colleges, Educational Finance, *Educational Legislation, Educational Objectives, Enrollment, *Equal Education, Equal Opportunities (Jobs), *Higher Education, Program Development, State Programs
Identifiers-*Florida

The Amended Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems Of Public Higher Education'' and documents created by the State of Florida in response to it are consolidated under this cover. The three documents generated to devise and implement a program of equal education are: (1) Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education'' including an outline of goals and timetables; (2) The State Equal Access Equal Opportunity Plan for the Florida Public Community College System'' including implementation guidelines and projections; and (3) The State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida'' including specific commitments and actions to increase black student enrollment, in support of student goals, and in support of employment goals. (WI)

ED 167 679 UD 019 190

Williams, Ora

American Black Women in the Arts and Social Sciences: A Bibliographic Survey. Revised and Expanded Edition.

Pub Date-78

Note-214p.

Available from-Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840 ($8.00)

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Bibliographies, *Black History, *Black Literature, *Blacks, *Females

In this bibliography of works by and about black women, books, stories, essays, poems, visual artistic works, musical compositions, and audio-visual materials are listed. Reference works and guides to collections are also included. A chronology of some significant dates in the history of American black women and selected individual bibliographies and biographies are provided. Black periodicals and publishing houses are listed. (WI)

ED 167 680 UD 019 194

Prager, Jeffrey

Equality of Opportunity and Equal Protection: Ideas and Interpretation in Flux.

Pub Date-9 Sep 78
Note-24p.; Paper presented at the annual meetings of the American Sociology Association (San Francisco, California, September 5-9, 1978)
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Admission Criteria, *Affirmative Action, Black Power, *College Admission, Cultural Differences, *Educational Opportunities, Equal Education, *Minority Groups, Racism, Social Attitudes, *Social Change, *Supreme Court Litigation
Identifiers-*Bakke (Allan), *DeFunis (Marco Jr)

To understand the parameters of the debate over affirmative action is to better comprehend important conflicts within the American national ideology. The dispute over affirmative action has been the vehicle for a discourse about fundamental social understandings. One central aspect of this debate has been over the meaning of the concept of equality of opportunity. Nowhere have different understandings of this concept

emerged more sharply and clearly than in recent court decisions concerned with the constitutionality of special admission programs. The Bakke decision represents a reaffirmation by the courts of the traditional, hegemonic conception of the social order which currently prevails. In contrast, the DeFunis ruling challenges this dominant, hegemonic conception. These decisions arguing for the constitutionality of special admission programs suggest that important social changes are occurring in the society. Sociological sources contributing to these changes include the notion of racial justice which emerged from the black political struggle in the 1960s and the concept of institutional racism which came from the attention paid to group cultural differences by social science research. The concepts of cultural differences and cultural bias, coupled with an understanding of institutional racism, have provided the ideological bulwark in defense of affirmative action and special admission programs. (Author/EB)

ED 167 681 UD 019 195

Summer Food Service Program for Children. Monitor's Handbook.
Food and Nutrition Service (DOA), Washington, D.C.
Pub Date-Feb 79
Note-20p.; For a related document, see ED 156 773; Not available in hard copy due to reproduction quality of the original document; Parts of this document may be marginally legible due to its original print quality
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Breakfast Programs, Elementary Secondary Education, Federal Programs, *Food Service, *Food Service Workers, Lunch Programs, *Management Systems, *Manuals, *Nutrition, Program Evaluation

In this handbook, monitors of food service programs for children are given instructions concerning their general responsibilities, training session requirements, meal requirements, daily record keeping, and specific responsibilities. Site review forms for vended programs are included. (WI)

ED 167 682 UD 019 196

Scott, Elsie L.
Black Women, Crime and Crime Prevention.
Pub Date-Apr 78
Note-22p.; Paper presented at the National Conference of Black Political Scientists (Jackson, Mississippi, April 1978); Not available in hard copy due to reproduction quality of the original document
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) ()
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Aggression, *Black Community, *Blacks, *Crime, Criminology, Economic Status, *Females, *Prevention, Rape, Violence
Identifiers-Coalition of Concerned Women of Chicago IL, Multi Area Rape Crisis Council of Atlanta GA

Several factors indicate that there is a relationship between economic conditions and crime among black women. Crime statistics show that outside of the misdemeanors of drunkenness and disorderly conduct, black women tend to be arrested for larceny and prostitution, both economic crimes. The fact that black women are at the bottom of the economic ladder lends more support to the economic theory of crime causation. In spite of the attempts of some authors to explain black crime through the theory of aggression, statistics show that black female criminality is substantially different from black male criminality in that it is less violent. Studies also indicate that the victimization rate for black females is much less than the rate for black males, but is much greater than the rate for white females. The two most prominent areas of victimization are rape and spouse abuse. Several programs initiated or supported by black women (the Multi-Area Rape Crisis Council of Atlanta and the Coalition of Concerned Women of Chicago) demonstrate that crime prevention is not the exclusive domain of the police and that black women can serve as a potential resource for crime prevention programs. However, as long as black women are on the bottom rung of the economic ladder, are heads of households and are subjected to racial oppression, they will continue to commit economic crimes. (Author/WI)

ED 167 683　　UD 019 212

Improving Achievement in Reading and Mathematics. A Position Paper.
Texas Education Agency, Austin.
Pub Date-Jan 79
Note-38p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Administrator Responsibility, *Basic Skills, Compensatory Education, *Educational Accountability, *Educational Assessment, Educational Finance, *Educational Improvement, Educational Legislation, Elementary Secondary Education, Equal Education, Ethnic Groups, Teacher Responsibility
Identifiers-*Texas

The views of seven urban Texas school districts with regard to educational improvement are represented in this paper. The importance of local control and a variety of program alternatives is explained. The need for tax relief in order to maintain legislatively mandated programs is discussed. Findings of two research studies with regard to assessment of student performance and socioeconomic and/or ethnic status are summarized. Conditions necessary for improved instruction, including administrator and teacher competency; priority placed on teaching basic skills; planning of instructional activities; and student and parent responsibility are outlined. The need for compensatory education programs for lower socioeconomic groups and ethnic minority students and for teacher re-education is identified. Recommendations are made concerning the role the Legislature should play in student assessment; funding compensatory education; providing resources for accountability procedures; and encouraging the development of school personnel. (WI)

ED 167 684 UD 019 213

Johnson, Judine Bishop

The Development and Implementation of the STELLAR Project for 'At Risk' Title I Students.

Pub Date-Feb 78
Note-395p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, *Compensatory Education Programs, Curriculum Development, *Educationally Disadvantaged, Elementary Education, *Individualized Instruction, Inservice Teacher Education, *Language Instruction, Needs Assessment, Parent Participation, Program Evaluation, *Reading Improvement, Self Concept, Student Attitudes
Identifiers-*District Of Columbia, *Elementary and Secondary Education Act Title I

This report is a description of STELLAR (Strategies and Training for Effective Learning in Language and Reading) Project operations, its impact on the reading and language achievement of 1,053 Title I at risk'' students in grades one, two and three, and its institutionalization in the 1978 Elementary and Secondary Education Act, Title I program. Primary dimensions focused on include: (1) the instructional needs of disadvantaged Title I students in the District of Columbia; (2) the development and use of effective receptive and expressive language skills by urban learners; and (3) STELLAR strategy designs in the areas of organizational structure, curriculum and instruction, specialized staff training, parent training, and supervisory support and assistance. An evaluation of outcomes reports increased achievement in language and reading by STELLAR students and changes in students' self concept. Appendices include letters of support and institutionalization documentation and guidelines for project operations, individually prescribed instruction, specialized staff training, coordination and supervision, and assessment instrumentation and documentation. (EB)

ED 167 685 UD 019 214

Robinson, James L. Plotkin, Henry A.

God Helps Those Who Help Themselves: Urban Homesteading and Urban Blacks.

Pub Date-78
Note-21p.
Pub Type- Opinion Papers (120)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Housing, *Blacks, Economic Disadvantagement, Housing Opportunities, Public Policy, *Racial Discrimination, *Social Discrimination, *Urban Renewal
Identifiers-*Homesteading, *Housing And Urban Development Corporation

Urban homesteading as described under the 1974 Housing and Community Development Act is still not within the reach of blacks and other minorities, because in order to qualify as a homesteader, a person must be a good risk for financial institutions and/or have substantial craftsman ability.'' Urban blacks are not advantaged when these kinds of criteria are used. The mean income average in all cities participating in the Department of Housing and Urban Development's (HUD) program is $12,309, while the national mean income of blacks is about $8,800. Early attempts at urban homesteading were almost totally middle class endeavors because of financing problems. It was hoped that HUD would make the program available to a more diverse economic group, but this has not taken place. One reason for this may be the vagueness of the program's goals: is it designed to renovate urban areas and restore the city's tax base, or to provide housing for poor people? As things now stand, homesteading has become a housing program for middle class people who do not wish to buy homes at inflated prices. (WI)

Affirmative Action Cuts Segregation in Public Housing. A Report on Occupancy in 15 Municipal Authorities. Staff Report 78-9.

Kentucky Commission on Human Rights, Louisville.
Pub Date-Jun 78
Note-11p.; Some pages will not reproduce clearly because of colored background
Pub Type- Reports - Research (143)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Affirmative Action, Black Housing, Blacks, *Civil Liberties, Civil Rights, *Neighborhood Integration, *Public Housing, *Racial Discrimination, *Racial Segregation
Identifiers-*Kentucky

The success of voluntary affirmative action plans adopted by public housing authorities in four Kentucky cities is documented in this report. Progress toward concerted desegregation efforts in other Kentucky cities is cited. Desegregation methods used by Kentucky municipal housing authorities are outlined and their effectiveness is illustrated. Tables depict (1) changes in predominantly black projects; (2) changes in predominantly white projects; and (3) racial occupancy in 15 Kentucky Public Housing Authorities in July 1976 and March 1978. (WI)

ED 167 687 UD 019 217

Russell, Millie Anderson, Edwin

Four Year Summary Report of the Preprofessional Program for Minority Students in the Health Sciences, University of Washington.

Pub Date-Oct 78
Note-28p.
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Programs, *Health Occupations Education, Higher Education, *Minority Groups, *Outreach Programs, Program Development, Program Effectiveness, Program Improvement, *Science Programs, Special Programs

The Preprofessional Program's objectives for increasing minority student participation in the health sciences are outlined in this report. Steps taken by the program to meet each of the objectives are briefly described. Data collected during the last year of the program are presented for such areas as class composition, students' career interests, and student achievement. In addition, findings concerned with student evaluations for the entire program period are summarized. A listing of conclusions dealing with the program's successes, failures, and participating students' attitudes is provided. Recommendations are made for selecting students, decreasing dropout rates, and improving the program's effectiveness through tutorial assistance, counseling sessions, special programs, and an increase in minority role models. Appended is a report on the second year of one of the program's course offerings, Physics 101b-103b. (EB)

ED 167 688 UD 019 219

Bartning, Dolores de la Torre And Others

Desegregation of the Nation's Public Schools: A Status Report.

Commission on Civil Rights, Washington, D.C.

Pub Date-Feb 79

Note-102p.; Not available in hard copy due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bilingual Education, Civil Rights, *Educational Legislation, Elementary Secondary Education, *Equal Education, *Integration Litigation, *School Districts, *School Integration, *School Segregation

This report summarizes the results of a survey on the status of school desegregation in 47 major school districts in the United States. A profile of each district is provided together with a report on the desegregation status of that district. Supreme Court decisions with regard to school desegregation from 1954 to the present, the history of Congressional legislation concerning school desegregation, Federal enforcement procedures and the role of the Department of Health, Education and Welfare, and bilingual education as it relates to school desegregation are also discussed. Tables are included showing the extent of segregation for various minorities and regions in 1976. Sources for the 47 district surveys and a list of school superintendents are appended. (Author/WI)

Beard, Samuel P., Jr. And Others

The Design and Implementation of a Program to Reduce the Number of Dropouts in Inner City Schools.

Pub Date-1 May 78
Note-212p.; Ed.D practicum, Nova University; Parts of appendix are marginally legible due to print quality
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Academic Achievement, Attendance Patterns, Basic Skills, Discipline Policy, *Dropout Identification, *Dropout Prevention, *Dropout Programs, Elementary Secondary Education, Parent Participation, *Program Development, *Program Evaluation, Relevance (Education), Student Attitudes, Teacher Attitudes
Identifiers-*Pennsylvania (Philadelphia)

This document describes a program developed and implemented in three Philadelphia schools for the purpose of reducing the number of dropouts at the elementary, junior high, and high school levels. A needs assessment of the three schools, a review of the related literature, and the objectives of the program are provided. Specific strategies undertaken to deal with low attendance rates, tardiness, discipline problems, basic skills improvement and student achievement, parent and community involvement, and other factors contributing to dropout rates, such as student and teacher attitudes, are described. Some of the strategies include curriculum revision, career education, vocational and personal adjustment counseling, staff development sessions, workshops, and parent conferences. An evaluation of the program after its first year indicates that attendance rates and discipline were improved, reading and mathematics achievement scores were raised, disciplinary referrals were reduced, parent and community involvement was increased, and the number of target population dropouts at the senior high school level was reduced. Appendices include samples of various forms, questionnaires, and strategies used in the practicum. (EB)

ED 167 690　　UD 019 221

O'Shea, Thomas P.

Community Planning A Model for Interparochial Urban Education.

Pub Date-Nov 78

Note-269p.; Parts of the appendices may not reproduce well due to marginal legibility of the original document; Several pages (photographs and diagrams) have been deleted

Pub Type- Reports - Research (143) ()

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-*Catholic Schools, *Change Strategies, *Community Planning, Elementary Secondary Education, *Needs Assessment, Program Evaluation, Resource Allocations, Urban Education

Identifiers-*California (Oakland)

In this thesis, the problems of designing interparochial educational plans (specifically a plan for the Catholic schools of Oakland, California) are explored. A general overview of Catholic education in the United States is given, along with the history of urban education in the Diocese of Oakland. The physical plants, minority enrollment, academic achievement, and finances of four parish schools in Northwest Oakland are described. Performance and process objectives of these schools are assessed to identify problems and needs. Suggestions are made for problem solving techniques, and recommendations concerning policy changes and changes in evaluation methods are offered. Numerous charts and tables illustrate the findings. (Wi)

ED 167 691 UD 019 222

Harnischfeger, Annegret And Others

Minority Education 1960-1978: Grounds, Gains, and Gaps, Volume I.

Central Midwestern Regional Educational Lab., Inc., Chicago, Ill.
ML-GROUP for Policy Studies in Education.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Sep 78

Contract-100-77-0104

Note-314p.; Best copy available

Pub Type- Reports - Research (143)

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors-*Academic Achievement, Blacks, Compensatory Education, *Demography, Elementary Secondary Education, *Enrollment, *Equal Education, Federal Aid, *Minority Groups, Preschool Education, Racial Discrimination, *Resource Allocations, Social Change

This report addresses the following issues: (1) differences in social and economic attainment of blacks and whites with similar backgrounds; (2) differences in resources available for education of black and white children; (3) the effect of programmatic emphasis on the use of educational resources; (4) the effects of financial and programmatic changes on educational experiences of blacks and whites; (5) the role of changes in the educational process in achievement, school retention and advancement, postsecondary access and attainment, occupation, and income; (6) the effectiveness of government programs in reducing the disparities between black and white education. Numerous charts and tables relating to minority education over the past 18 years are presented and analyzed. (Author/WI)

ED 167 692 UD 019 225

Focus on Educational Success. Abstracts of Exemplary Programs. Revised.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-77-9-38
Note-226p.; For a related document, see ED 157 882; Not available in hard copy due to print size of the original document
Pub Type- Reports - Descriptive (141)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Basic Skills, Bilingual Education, Career Education, *Compensatory Education Programs, Early Childhood Education, *Educational Alternatives, *Educational Improvement, Elementary Secondary Education, Environmental Education, Health Education, Migrant Education, Physical Education, Special Education
Identifiers-*Elementary Secondary Education Act Title IV, National Diffusion Network, Wisconsin, *Wisconsin State Facilitator Project

This publication is a review of various projects and programs which have been effective in meeting the local needs of school districts throughout Wisconsin. The description of each project includes data on the target audience, assurances and claims, implementation requirements, financial requirements, and services available. Projects and programs included are headed under the following: (1) alternative schools (programs); (2) bilingual and migrant education; (3) career or vocational education; (4) early childhood, parent readiness, parent involvement; (5) environmental education; (6) organizational arrangements; (7) reading, language arts, math; (8) special education; (9) special interests: health, human behavior, physical education, multiple talent development; and (10) special interests: arts, communication skills, technology. A section on approved Wisconsin projects describes an early program for gifted children, programming for hearing impaired children, home aid for parents in pre-school education, a language, ecology and family project, music education, art education, individualized instruction, and staff training. (EB)

ED 167 693 UD 019 242

Competency-Based Curriculum Guide.
District of Columbia Public Schools, Washington, D.C. Research Information Center.
Pub Date-78
Note-536p.; Small sections of this document may be marginally legible due to reproduction quality of parts of the original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price MF-$1.00 HC-$28.79 Plus Postage.
Descriptors-*Course Objectives, Early Childhood Education, Elementary School Curriculum, Elementary Secondary Education, *English Curriculum, High School Curriculum, *Mathematics Curriculum, Performance Based Education, Preschool Curriculum, *Reading Instruction, *Science Curriculum
Identifiers-*District Of Columbia

This document contains a comprehensive instructional program. Overall objectives for the areas of reading, mathematics, science and language arts/English for pre-kindergarten through twelfth grade education levels are presented. It is suggested that each teacher use the objectives as a basis for planning instructional activities and assessment tasks for their students. Hierarchy charts are included to assist teachers in delivering systematic and sequential instruction. (Author/EB)

ED 167 694 UD 019 243

Annual Report of Programs for the Disadvantaged in Texas, 1977-78.
Texas Education Agency, Austin. Div. of Program Evaluation.
Pub Date-78
Note-61p.; For related documents, see ED 072 142, ED 086 771 and ED 121 876
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Ancillary Services, *Compensatory Education Programs, *Educationally Disadvantaged, Expenditure Per Student, Nonprofessional Personnel, Private Schools, Professional Personnel, *Program Effectiveness, Public Schools, Reading Programs, Remedial Mathematics, Summer Programs
Identifiers-*Elementary Secondary Education Act Title I, *Texas

Reviewed in this document are compensatory education programs funded by the Elementary and Secondary Education Act, Title I, in the public and nonpublic schools of Texas during 1977-1978. Included are descriptive statistics concerning the scope and nature of the programs and test data reflecting effectiveness of reading and mathematics activities from those districts using norm referenced tests for measuring student progress. Data are presented in two ways: statewide summary information; and categories according to size of district in which programs were operated. Information is provided for instructional activities, noninstructional support services, personnel, summer programs, and expenditures. Models for evaluating Title I programs are also discussed. (EB)

Abbreviations
- Creating New Words by Shortening. ED 166 965

Ability
- The Relationship Between the Proportional Reasoning Ability of Ninth Graders and Their Achievement of Selected Math and Science Concepts. ED 167 351

Ability Identification
- Rehabilitation Indicators: An Overview ED 166 598

Abstract Reasoning
- Metapersuasion: The Development of Reasoning About Persuasive Strategies. ED 167 290

Abstraction Levels
- Comprehension's the Name of the Game. ED 166 680
- Some Notes on a Methodological Problem in the Study of the Relationship Between Thought and Language: Describing the Thought Content in Terms of Different Conceptions of the Same Phenomenon. Reports from the Institute of Education, University of Goteborg, No. 69. ED 166 948

Abstracts
- Resources in Education (RIE). Volume 14, Number 7. ED 166 357

Academic Ability
- Causal Attributions and the Likelihood of Future Performance. ED 166 587
- The Self-Concept of Academic Ability Among American Indian Students. A Research Report. ED 167 295
- Theory and Motivational Psychology. ED 167 597

Academic Achievement
- Achievement Levels Among Foreign-Born and Native-Born Mexican American Students. ED 167 310
- Acquisition of Higher Order Intellectual Skills Through a Mastery Learning Paradigm. ED 167 484
- Black Student Achievement in Desegregated Schools: Suggestions for Future Research. ED 166 588
- The Development and Validation of an Instrument to Assess Teacher Invitations and Teacher Effectiveness as Reported by Students in a Technical and General Post-Secondary Educational Setting. ED 167 594
- Ethnicityy and Reading Problems in Hawaii. ED 167 671
- Evaluation of the TICCIT Computer-Assisted Instructional System in the Community College. Final Report. Volume I. ED 167 606
- Fear of Success: Its Measurement and Its Impact On College Students' Academic Performance. ED 167 595
- Final Evaluation Report 1976-77. Systemwide Evaluation. Publication Number: 76.70. ED 167 582
- Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69. ED 167 583
- The Impact of the College Level Examination Program: A Four-Year Study. ED 167 599
- Improving Achievement in Reading and Mathematics. A Position Paper. ED 167 683
- Learned Helplessness in the College Classroom: Are Teacher Characteristics Involved? ED 166 599
- Minority Education 1960-1978: Grounds, Gains, and Gaps. Volume I. ED 167 691
- Profiles of School District Performance, 1977-78: A Guide to Interpretation. ED 167 578
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- Relationships Between Father's Age, Birth Order, Family Size, and Need Achievement. ED 166 580
- The Results of Homework Versus No-Homework Research Studies. ED 167 508
- School Enrollment Social and Economic Characteristics of Students: October 1977. Current Population Reports, Series P-20, No. 333. ED 167 464
- The Self-Concept of Academic Ability Among American Indian Students. A Research Report. ED 167 295
- Student Achievement in California Schools: 1977-78 Annual Report. ED 167 610
- Summary Results of the DoDDS Language Arts and Mathematics Assessment, Grades 3 and 6, 1978. ED 166 720
- Theory and Motivational Psychology. ED 167 597
- A Theory of Educational Productivity. ED 167 462
- Use of Information Systems to Acknowledge Instructional Accomplishments of Schools. ED 167 166
- The Use of Longitudinal Analysis to Identify More and Less Effective Schools. ED 167 598

Academic Aspiration
- College of DuPage Student Fall Quarter 1978 Registration Survey Form B. ED 167 226

Academic Education
- An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report. ED 166 422

Academic Libraries
- College and University Library Services for the Handicapped Student in Texas. ED 167 165
- Headpower! 3rd Edition ED 167 160
- Northern Network Committee Interlibrary Loan Survey Report ED 167 162

Academic Records
- Continuing Education Records: Can They Withstand Scrutiny? ED 167 015

Academic Standards
- The Growth and Diversity of Screen Education: Issues and Answers. ED 166 764
- The Impact of the College Level Examination Program: A Four-Year Study. ED 167 599
- Minimum Competency Comes to College: Putting the CUNY Experience in Perspective. ED 167 032
- Undergraduate Education: A Legal Issue? ED 167 033

Academically Gifted
- Comprehension of Simultaneous Stimuli in Normal and Superior Children. ED 166 917
- Design Exploration for Talented Elementary Students. Evaluation 1975-76. Alexandria Public Schools Program for the Gifted and Talented. ED 166 863
- Design Exploration for Talented Elementary Students. Evaluation 1976-77. Alexandria Public Schools Program for the Gifted and Talented. ED 166 864

Accelerated Programs
- Teaching the Gifted and Talented. Fastback 119. ED 166 887

Access to Education
- Agenda. Recommendations for National Action in Higher Education. The 96th Congress. A Joint Statement. ED 167 013
- Education and Income Inequality: The Case of Young Filipino Americans. ED 167 676
- Inequality in Higher Education: Some Federal Policies Reviewed. ED 167 056
- The Role of General Education in the Community College. ED 167 216
- Statewide Plan for the Delivery of Programs and Services to Handicapped Students in Maryland Community Colleges. ED 167 236

Accident Prevention
- Big Big Kids, for Ages 10-12. ED 166 558
- Little Big Kids, for Ages 3-5. ED 166 556
- Medium Big Kids, for Ages 6-9. ED 166 557

Accountability
- Goal Attainment Scaling: An Experience in Implementation. ED 166 620
- Thorough and Efficient Education and Teacher Tenure in New Jersey. ED 167 500

Accounting
- Task Simulation: Introduction to Business. Teacher and Student Manuals, B. Treasurer of a Community Theater. ED 166 444

Accreditation (Institutions)
- Accredited Journalism and Mass Communications Education. ED 166 710

Acculturation
- Acculturation and Patterns of Interpersonal Communication Relationships: A Study of Japanese, Mexican and Korean Communities in the Chicago Area. ED 166 741
- Aspirations and Frustrations of the Chinese Youth in the San Francisco Bay Area: Aspersions upon the Societal Scheme. ED 167 645//
- Comparative Study of Korean Immigrants in the United States: A Typological Approach. ED 167 641//
- Italian Americans: A Study Guide and Source Book. ED 167 647//
- The Maintenance of Ethnicity: Case Study of the Polish-American Community in Greater Boston. ED 167 642//

Achievement
- An Achievement and Attitudinal Comparison of an Elective Mini-Course Science Curriculum and a Conventional Non-Elective Science Curriculum at the Junior High School Level. ED 167 354
- Cross-Lagged Analysis of Teacher Attitude and Achievement in Inservice Metric Training. ED 167 511
- Objectives of ''Patterns in Arithmetic'' and Evaluation of the Telecourse for Grades 1 and 3. Technical Report No. 67. ED 167 428
- Programs for Children with Specific Learning Disabilities. P.L. 91-230, Title VI-G Formal Final Evaluation. (Statistical Analysis of Data). ED 166 895
- The Relationship of the Learning Environment to Student Attitudes Towards Chemistry. ED 167 349
- A Study of Multiple Relationships Among Teacher Characteristics, Teaching Behaviors and Criterion-Referenced Student Performance in Mathematics. Technical Report No. 286. ED 167 360

Achievement Gains
- Evaluation Analysis Report for the Arizona Migrant Child Education Program 1977-1978. ED 167 327
- An Evaluation of Houston's Magnet School Program. ED 167 631
- The Instructional Dimensions Study: The Search for Effective Classroom Processes. Final Report. ED 167 580
- Personal Social Adjustment of School Children After Five Years in a Family Enrichment Program. ED 167 244
- A Review of the ESEA Title I Evaluation and Reporting System. ED 167 608

Achievement Loss
- Personal Social Adjustment of School Children After Five Years in a Family Enrichment Program. ED 167 244

Achievement Need
- Causal Attributions and the Likelihood of Future Performance. ED 166 587
- Relationships Between Father's Age, Birth Order, Family Size, and Need Achievement. ED 166 580

Achievement Rating
- The Educational Disadvantage of Language-Minority Persons in the United States, Spring 1976. ED 166 975

Achievement Standards
- Effects of Achievement Standards and Self-Rewards on Children's Task Mastery. ED 167 257

Achievement Tests
- Collecting Achievement Test Data. ESEA Title I Evaluation and Reporting System. Technical Paper No. 13. ED 167 636
- Don't They All Measure the Same Thing? Consequences of Selecting Standardized Tests. Research Series No. 25. ED 167 632
- Evaluation of the TICCIT Computer-Assisted Instructional System in the Community College. Final Report. Volume I. ED 167 606
- Inferencing in a Standardized Reading Comprehension Test. ED 166 967

Acoustic Phonetics
- English Intonation and Computerized Speech Synthesis. Technical Report No. 287. ED 166 725
- Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, July 1-December 31, 1978. ED 166 757

Acronyms
- Creating New Words by Shortening. ED 166 965

Acting
- The Colorado Caravan Workshop Manual. ED 166 754
- Thematic Issue: Workshops. ED 166 744

Action Research
- Practical and Ethical Concerns in Collaborative Research with Criminal Justice Decision Makers. ED 166 605
- Using the Randomized Response Technique to Estimate the Extent of Delinquent Behavior in Schools. ED 166 606

Activities
- A Capsule Description of the High School Class of 1972: The First Follow-Up Survey Data. NLS First Follow-Up Report No. 1. 22U-884. ED 167 568
- Shopping Centers: Their Development and Impact on a Community. ED 167 312

Adaptation Level Theory
- Influence of Mass Media on Judgments of Physical Attractiveness: The People's Case Against Farrah Fawcett. ED 166 602

Adjustment (to Environment)
- Bilingual and Bicultural Adaptation. Educational and Psychological Interactions. Bulletin No. 66. ED 166 947
- The Development of the Alpha-Omega Completed Sentence Form (AOCSF): An Instrument to Aid in the Measurement, Identification, and Assessment of an Individual's ''Adaptational Approach(es)'' to the Stressful Event of Death and Related Issues. ED 167 618
- Social Factors and Perceived Problems as Predictors of Success in Basic Combat Training. ED 166 368
- Training the Developmentally Disabled for Community Living: A Community Effort. ED 166 923

Adjustment Problems
- Social Factors and Perceived Problems as Predictors of Success in Basic Combat Training. ED 166 368
- What Happens After School? A Study of Disabled Women and Education. ED 166 894

Administrative Agencies
- Public Sector Rules and Regulations in the Midwest. A Practitioner's Guide. ED 166 846//

Administrative Organization
- Building Up the Other Side of Sesame Street. Organizing and Administering Delivery of Off Campus Continuing Professional Education. ED 167 053
- Implementing a New Governance System for Higher Education in Montana. Final Report of the First Commissioner of Higher Education Dr. Lawrence K. Pettit to the Montana Board of Regents of Higher Education. ED 167 029
- Washington Community Colleges Factbook. ED 167 203

Administrative Personnel
- Beyond Mediation: Administrators as Advocates. ED 166 802//
- Identification of Competencies Needed by Local Vocational Administrators in Mississippi. ED 166 467
- A Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts. Final Report. ED 166 391
- A Rank-Order Distribution of Administrative Salaries Paid, 1978-1979. ED 167 050
- Report of the Project to Assess Needed Competencies in Community Education 1976-77. ED 166 838
- Teacher and School Administrator: Supply and Demand. ED 166 836
- Your Responsibilities to Disabled Persons as a School or College Administrator. ED 166 892

Administrative Policy
- Career Education: The Policies and Priorities of Businesses, Organizations and Agencies. Report No. 120. ED 166 545
- A Model College Local Constitution. ED 167 063

Administrative Principles
- Concerning the Management of a Touring Theatre. ED 166 753
- Conflict Resolution in Academe: Prevent or Settle Early. Special Report No. 34. ED 166 997

Administrative Problems
- Problems Encountered in Conducting an Assessment of Educational Needs in Selected Ohio School Districts. ED 167 591

Administrator Attitudes
- Accountability and the Kepler Public Schools. A Technical-Behavioral Analysis. Appendix A. ED 166 828
- Accountability and the New Westfield Public School System. A Technical-Behavioral Analysis. Appendix B. ED 166 829
- Accountability and the Tarryford Public School System. A Technical-Behavioral Analysis. Appendix C. ED 166 830
- Assessment for Priorities for Special Projects. ED 167 230
- Kansas Community Colleges: Assessing Staff Development Needs. ED 167 211
- School Integration Surveys: Preliminary Report. ED 167 666
- Training Needs of Public School Administrators. A Survey of Local School Districts. Fast Response Survey System Report No. 5. ED 166 823

Administrator Education
- Beyond Mediation: Administrators as Advocates. ED 166 802//
- Improving the Performance of Educational Administrators as Planners, Mediators, and Power Brokers. ED 166 800//
- Preparing Administrators in Higher Education: Some Special Considerations. ED 166 801//
- A Report of the Project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators. Final Evaluation Report. ED 166 394
- A Report of the Project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators. Final Performance Report. ED 166 403
- A Report of the Project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators. Final Performance Report. ED 166 393
- Report of the Project to Assess Needed Competencies in Community Education 1976-77. ED 166 838
- Training Needs of Public School Administrators. A Survey of Local School Districts. Fast Response Survey System Report No. 5. ED 166 823

Administrator Qualifications
- Report of the Project to Assess Needed Competencies in Community Education 1976-77. ED 166 838

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